

# THE SIERRA EDUCATIONAL NEWS

Child Study

Schooling Made Easy

Council of Education

The Coronado Convention

Section Meetings

Education Like Popcorn

Some Striking Advertisements

# About Government Bulletin

## No. 103

Chicago, November 1, 1921.

To the Domestic Science Teachers of the Nation:

Many people believe that alum in food of any sort is always harmful. Away back in 1911 the whole question of whether alum was or was not harmful in foods was submitted by the United States Department of Agriculture to the Referee Board of Consulting Scientific Experts. The following questions were submitted for the Board's decision:

1. Do aluminum compounds, when used in foods, affect injuriously the nutritive value of such foods or render them injurious to health?
2. Does a food to which aluminum compounds have been added contain any added poisonous or other added deleterious ingredient which may render the said food injurious to health? (a) In large quantities? (b) In small quantities?
3. If aluminum compounds be mixed or packed with a food, is the quality or strength of said food thereby reduced, lowered, or injuriously affected? (a) In large quantities? (b) In small quantities?

The conclusions of the Referee Board were based on three sets of experiments, all tests being on healthy young men by including alum in some form in their food. The final conclusions of the Board were issued by the United States Department of Agriculture as Bulletin No. 103. This Bulletin gives a summary of the unanimous findings of the Referee Board of which President Ira Remsen of Johns Hopkins University was Chairman.

Bulletin No. 103 gives the "last word" on the time-worn alum controversy. Every Supervisor of Domestic Science, every housewife in America, should have a copy. Copies may be secured without charge by writing to the United States Department of Agriculture, Washington, D. C. The findings of the Bulletin are interesting, sensible, conclusive.

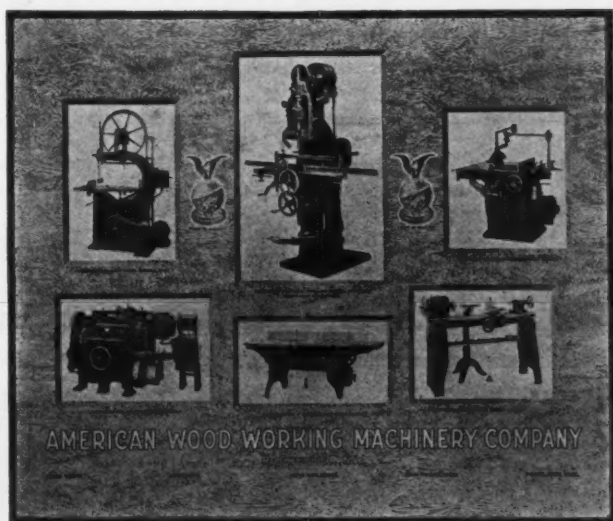
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VOL. 1

JERSEY CITY, NEW JERSEY

NO. 1

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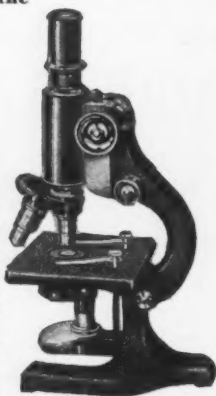
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# THE SIERRA EDUCATIONAL NEWS

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## CONTENTS

Frontispiece, *Where the Superintendents Met.*

### Editorial:

Child Study. <i>Richard G. Boone</i> .....	457
Schooling Made Easy. <i>Arthur H. Chamberlain</i> .....	458
California Superintendents' Convention. <i>Arthur H. Chamberlain</i> .....	459
Sections Vote Increased Fee.....	459

### California Council of Education:

Report of the President. <i>E. Morris Cox</i> .....	460
Report of Committee on Teacher Training. <i>A. J. Cloud, Chairman</i> .....	461
Meeting Council of Education.....	468
Meeting of the Board of Directors.....	469

Superintendents' Convention, Hotel Coronado.....463

Bay Section Meeting. *A. J. Cloud*.....465

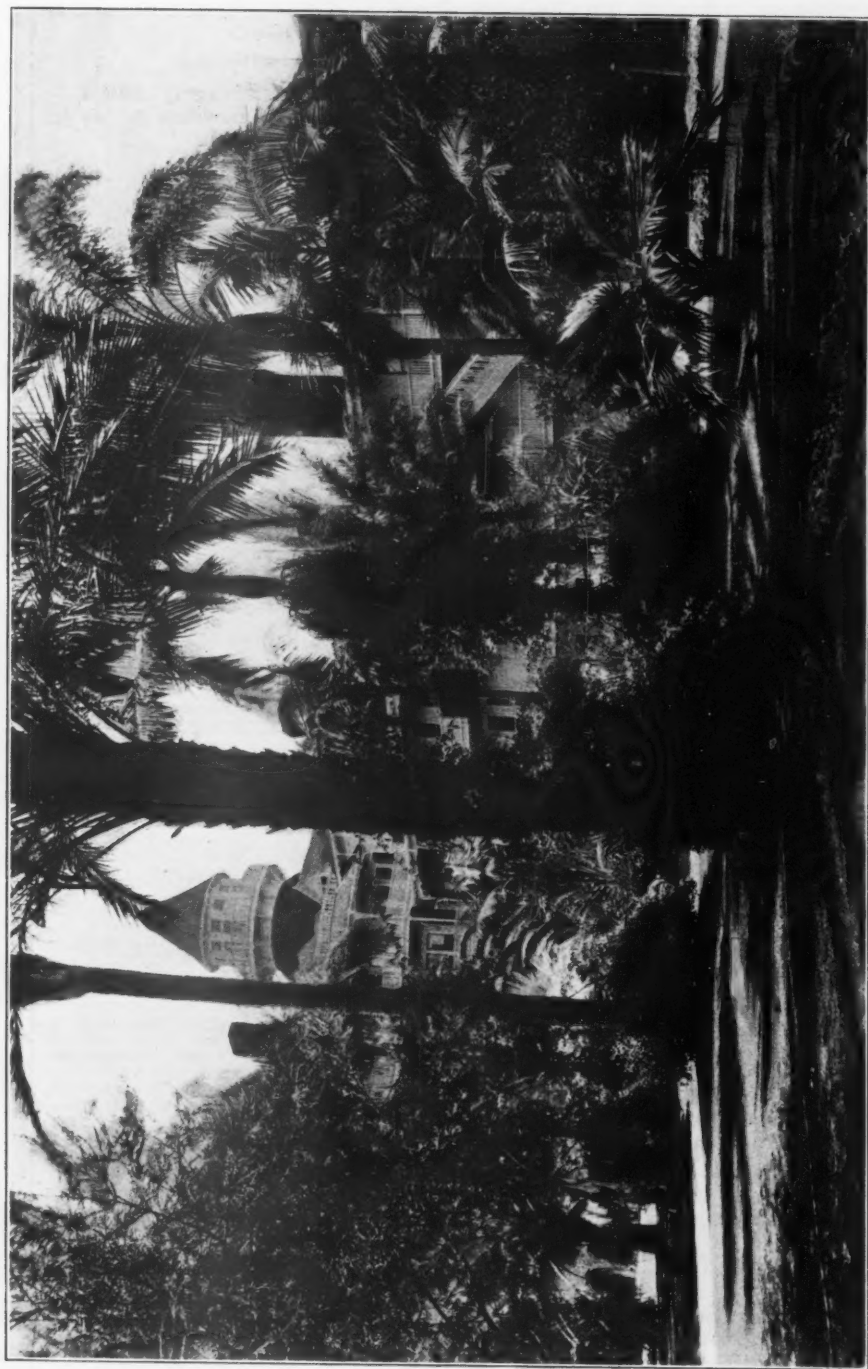
Central Coast and North Coast Section Meetings.....466

Education Like Popcorn. *Anna M. Wiebalk*.....469

Official Ballot, Southern Section.....470

Educational Literature .....471

Notes and Comment.....475



*Where the Superintendents Met*

*Hotel Coronado, the meeting place for the 1921 Convention of California City and County School Superintendents, was an ideal convention hotel. Its setting is peculiarly historical. Here Cabrillo came in 1542. And near by Father Junipero Serra founded the San Diego Mission in 1769. Now the hotel with its wonderful grounds is a center for the tourist and for social, military and convention gatherings.*



# EDITORIAL



**A**BOUT twenty-five years ago, there was published a little pamphlet under this caption. Even now, after the relatively short time, the words seem strange, as if they named a movement and interest that **CHILD STUDY** is past. Child study was at its crest in the '90's. Beside a characterization and something of its history up to that time by Dr. Winship, and a brief enumeration of the methods of child study by Will S. Monroe, the pages included a bibliography of the literature of the subject. There were 264 entries. Six of them were more or less vague studies or observations, scarcely to be called scientific, the best, perhaps, by Lieben on the education of Laura Bridgeman, and by Von Roumer on Earliest Childhood, in 1851 and 1859, respectively. In the sixteen years following (1860-1876), there were sixteen reports of observers including such well-known names as Taine, Perkins, Doupanloup, Higginson, Ribot, etc. In the decade from 1876 to 1886, there were three times as many studies as in all the period since Faust's "Periods of Childhood," nearly 100 years before. That the studies were more scientific and critical goes without saying. It was the period of Taine and Bowditch and Darwin; of Pryer, and Ribot and Sully and Galton and Hall. The interest was growing on two continents. The next decade saw the crest of the wave. Two-thirds of all the studies before 1896, came in the decade ending then—172 entries. It included some famous names—J. Mark Baldwin, Binet, G. Stanley Hall, and the Pedagogical Seminary, A. E. Winship and more than a score of articles in the Journal of Edu-

cation in 1891-92; Perez, Romanes, Sanford, Jastrow, Millicent Shinn, Kate Douglass Wiggin, Sara E. Wiltse, and others. It was a distinctly American enthusiasm. By another decade the heat was less, not because the interest in the child was less, but because the means and objectives of the studies had changed. There was no less interest but a new interest.

**I**N 1894 was formed a child study section in the National Education Association. For several years before, however, interest in the general subject had been growing among its members. As early as 1880 the "dependent child" was considered **SOCIETIES FORMED** in two papers: then followed (1881), periods of growth, bad children (1882), what children know (1884), children's collections, (1885), psychology of childhood, and child nature, both in (1888), The Child (1889) by Parker, and truancy (1892). It will be recognized at once that most of these were general statements, often of *a priori* judgments, but strangely sympathetic of childhood. At the N. E. A. meeting in 1893, there were, either on general program or in sections adopting the interest as kindred to their own, a dozen papers, by Margaret K. Smith, Wm. H. Burnham, G. Stanley Hall, Earl Barnes, Bryan, Millicent Shinn, Pickard, Tracy, Small and others. The year following the special section was formed. A national society for child study was formed in 1897. In the middle '90's the section in the N. E. A. ceased to exist as such, and the work was taken up by other agencies. By 1910 most of the many local

societies, also, that had been formed under the influence of leaders of the movement, had dissolved or developed new purposes.

**T**WO factors have been chiefly instrumental in changing the character of these investigations. The first came through teachers and students of education, in a heightened recognition of individual differences

**THE NEW** among children, and **CHILD STUDY** its bearing upon learning and instruction; the second from, not the new, but the newly applied doctrine of evolution, the inheritor of the expanded meanings of the older Pestalozzian idea of development. These have been potent in re-shaping both method and organization in school management and the social attitude toward youth. Among the most hopeful results of this newer interest must be included the physical studies of the child, the characteristic physiological functioning,—health, playground provisions, standards of physical and mental normality, periods of vitality and depression, fatigue and a train of consequences in mind and morals; and as a child of the race, our better knowledge of his inheritances has given us juvenile courts, child labor control, a better understanding of delinquencies, compulsory schooling, a reorganization of school systems to conform to, not the needs of the pupil only, but to the social conditions amid which he must live. Along with this has gone the modification of courses and methods,—methods of both teaching and discipline. Under the procedure of a generation ago, it was, in time, discovered that teachers as a class had not the equipment for the scientific and critical investigations called for. Much of the present movement has been instigated and furthered by the school-room teacher and the executive; by the social worker and

the thinking layman, by inquiring parents, by administrators of justice, by those who look back upon their own schooling with sympathetic eyes. The outlook is hopeful. There is a child study which is the natural flowering of the keen interest of a generation ago.

R. G. B.

**A** RECENT issue of a Chicago paper sets out what purports to be a startling discovery. Examinations and home study have been abolished in the South Evanston schools according to this report. It is further stated that children **SCHOOLING MADE EASY** may go home in the afternoon any time their parents desire.

Living as we do in a "real Democracy" why not go the limit? Why should there be rules and organized plans and a program of studies any way? Why be so inhuman as to require Johnnie to attend arithmetic class at 10:30 A. M. when he prefers the hour of 11:15; or if his parents think an afternoon hour is preferable why not be accommodating? If Johnnie may go home any hour his parents desire, he should, by the same token, deliver himself at school at such time in the morning as may best serve the pleasure of the family. Let's abolish all rules and regulations, eliminate from the school anything that savors of work or that requires application and turn our educational institutions into real joy factories. Let's have some jazz and ragtime instead of all this drudgery and drill.

Seriously, it is time for the American people to wake up. Surely it should be a pleasure to attend school. Examinations of the stereotype variety have no place in the school. Home study should not be carried too far. There should be on the part of boys and girls, joy and laughter and buoyancy of spirit but there should be as well work and hard work and plenty of it.



The "soft pedagogy" wherever applied has resulted disastrously. No red-blooded boy or girl objects to the strenuous task so long as they can see where they are heading. What this country needs is a sturdy citizenship. This cannot be developed through administering sugar-coated doses, the purpose of which is to please and pamper rather than to build mental integrity and strength of character.

It is surely unwise to overwork or discourage or subdue the rising generation. There is, however, cause to fear that legitimate school work is beginning to interfere with those forms of entertainment which, according to the report above mentioned, are to be taught in night classes and "continue as late as 10:00 P. M."

A. H. C.

**T**HE annual convention of County and City Superintendents of California, was a decided success. As a location for this meeting, the Hotel Coronado is unsurpassed. Superintendent

#### CALIFORNIA SUPERINTENDENTS' CONVENTION

Will C. Wood is a master-hand at organizing his courses and

presiding over the deliberation of an administrative body. Attention was given the important new laws, and through meetings and conferences, to recent developments in the field of public education. The more solid portions of the program were interspersed with music and excursions and literary features. In addition to the County and City Superintendents and members of their families, there were present the Presidents of the State Teachers' Colleges, the President and representatives of the State University and of Stanford University, members of

the State Board of Education and the State Education Department, representatives of publishing houses and school equipment firms and others, to the number of 200 or more. Honorable John J. Tigert, the United States Commissioner of Education, was a distinguished guest and speaker.

In his opening address, Superintendent Wood struck the keynote of the convention in the following words:

"The faith of the people of California in education as a saving and conserving factor has been manifested fully during the last ten years. This state supports its schools more liberally than any other state in the Union. In consequence, our school system is more fully developed than that of any other state. To justify this support and faith, the schools must render better and fuller service. The greatest needs of the world today are for more sound wisdom and more common honesty. Our schools are not contributing as they should to the development of sound wisdom. Too many of the present generation are inclined to turn their backs upon the past, casting into the discard history, classic literature and other studies that bear witness to the triumph of the spirit. They are inclined or led to believe that wisdom is to be sought in the hectic activities of the hour, with no thought of our debt to the past. Among our young people the feeling is too frequently expressed that 'we are the people and wisdom was born with us.' We cannot break the chains that link us to the past without risking disaster.

Throughout the meeting there was evidenced a spirit of professionalism seldom noted in educational conferences. The report of the convention, elsewhere in this issue, will be read with interest. A. H. C.

**A**S we go to press the Central Coast Section and the North Coast Section, C. T. A., have voted an increased fee to be effective in 1923. The Central Coast Section voted \$3.00 unanimously and followed with a more enthusiastic vote for \$5.00 with only 10 dissenting votes out of some 700. The North Coast Section ignored the \$3.00 and voted solidly for \$5.00 with not an opposing vote.

## CALIFORNIA COUNCIL OF EDUCATION—PRESIDENT'S REPORT

E. MORRIS COX

**T**HE program outlined for this meeting of the Council of Education calls for very careful consideration of questions which relate to the future activities of our organization. The committee reports which you will hear and the general discussion called for in the program for the day call for our thought in relation to the future welfare and future activities of teachers' organizations in California.

During the past five years teacher organizations have been compelled, by the conditions brought on by our disturbed economic relationships, to give an unusual amount of time, thought and energy to questions which may be considered as relating wholly to the selfish interests of teachers. The history of teacher organizations in our state and elsewhere proves that such organizations have generally devoted but little of their time to matters that could be classified as selfish. The very nature of our profession leads us constantly to the consideration of other questions. As the urgency for salary campaigns diminishes, it is incumbent upon us to devote our thought to the type of activities that ought to be undertaken by our state and local organizations.

## The Function of Local Organizations

When the California Teachers' Association, in its affiliated form, was organized in 1910, it was contemplated that local organizations should play a larger part in the affairs of the state organization than they have done. It was expected that there would be a wider discussion of problems which are of statewide importance in the local organizations and recommendations and inquiries from them would be sent forward to the State Council. To some extent this has been done, and probably the fact that the State Council, from the very beginning, took an active lead in the discussion of all types of educational problems and reported back to the local organizations, is responsible for there being fewer recommendations from the local organizations than was anticipated. The time surely has come when the local organizations ought to be encouraged to play a larger part in organized work. The cities generally have active local organizations and many counties have organized. Has not the time come for this council to definitely proceed to encourage the organization in every city and county in the State of California and to provide a definite method whereby these local organizations may become

affiliated with a section of the California Teachers' Association?

There are three lines of work that ought to be carried on by every local organization. First, these organizations should take care of the problems which have distinctly local application or where the local need demands a somewhat different consideration from that which would be generally applied elsewhere.

Secondly, the problem of professional advancement should be organized, directed and encouraged through the local organization. It seems to me particularly important at this time that special attention should be devoted to the professional advancement within our ranks. We cannot be or remain a profession unless we can develop a desire among the teachers to keep abreast of the best professional thought and spirit of the times. Some may say that through our teachers' institute and our section meetings this is being done. Something more than this is necessary. More than 85 per cent of the teachers of California are graduates of teacher training institutions. A considerable portion of the remaining 15 per cent has received, in one way or another, a professional training fully equivalent to those who have graduated. If this body of professionally trained teachers are to be kept mentally and professionally alive, it is necessary for them to have opportunities for genuine study. The local institutes can be made use of as a means for organizing such work, but local organizations must be formed for the purpose of carrying on such work throughout the school year.

Thirdly, all types of local organizations ought not only to be encouraged, but urged to send by resolution or through their representatives to their sections and to the state organization suggestions and recommendations regarding the activities of the association.

## Teacher Welfare

No apology needs to be offered for the activities of teachers throughout the country in advocacy of better salaries. Do we need to apologize because through our activities we have been able to increase our salaries 60 per cent as rapidly as the landlord and the grocer and the shoe dealer have advanced the prices on the articles which they sell to us? The criticisms of our activities in this matter are most unjust. It is not even fair to call these activities selfish, for those of us who have studied

the problem of teacher supply even in the slightest degree know full well that the campaign for increase in salaries was merely a campaign to secure for the children of this country teachers at all, in order that the schools should not be closed. With the change which has recently occurred in economic conditions, the public will not be so tolerant regarding further salary demands, and if the changes in the cost of living which have been prophesied, but which are not yet apparent, shall actually appear, the need for salary campaigns will be much less urgent. Even if this good fortune should befall us, there are still other questions relating to teacher welfare that need our most earnest consideration.

The living conditions and the social status of teachers are far from satisfactory. Widespread discussion of these problems might become of great value, and surely there is much that we can do in pressing these problems to the attention of the public.

There is still much work to be done in the creation of a correct public sentiment in reference to the employment and tenure of teachers. Our teacher registration bureau was organized because of the lack of proper means whereby teachers and employing powers can be brought into correct relation. There is a big piece of work that ought to be done by our registration bureau or by some other properly established means for dealing with the employment problem. It is highly important that members of this council and teachers generally be advised of attacks that are now being made upon the work of the California Teachers' Association through its registration bureau, which unquestionably emanate from certain quarters who feel that their attempts to live off of the earnings of teachers are being seriously injured by our work. Some attacks and misrepresentations have unquestionably been launched by representatives of private organizations which feel that our efforts to do this work for teachers is likely to interfere with their private gain.

The last session of the legislature enacted a teacher tenure law. Many questioning criticisms are already being heard regarding it. These criticisms come not only from the public, but from the teachers themselves. I think we are all conscious of the difficulty of handling a tenure question wholly by legislation. It is, at least to a very large degree, a problem of the creation of a public sentiment. Some of the questions regarding the present tenure

law which must receive attention are as follows:

1. Can the law be extended so as to provide a better condition for rural teachers?
2. Does the present law offer any guaranty against undesirable transfers and reductions in salary?
3. Does the present law assist any teachers except those whose work is of questionable quality?
4. Does it make a dismissal of a teacher possible at any time?

It is an obligation upon this and other teacher organizations to give the very best thought to all of these problems of teacher welfare.

#### Legislative Activities

The primary work of the Council of Education during its existence has been the shaping up of problems which were to be partially or wholly solved by legislation. Throughout the eleven years which this council has been in existence, sixty-eight measures have been advocated before the legislature, either initiated or supported by the California Teachers' Association. Sixty-three of these have become laws. Two major and three minor bills have been defeated, but even these need not be considered as permanently defeated. Oftentimes it is necessary to carry on a campaign through two or three legislatures before meeting with final success.

There will be reports from our general legislative committee and special committees of the council, dealing with some individual problems of legislation, so that it is unnecessary to discuss them further. Before the meeting adjourns today, it is highly important that our discussion should lead us to a pretty definite program for the coming year, and this program should be set up, not only in relation to our future work in legislation, but to all other problems that should be the part of the work of the California Teachers' Association.

#### REPORT OF COMMITTEE ON TEACHER TRAINING

**Y**OUR Committee on Teacher Training would respectfully submit today, as it has done from time to time since its inception, a **PROGRESS REPORT** covering two main branches of its particular inquiry and interest:

- (1) Developments and outlook in relation to the School of Education of the University of California;



(2) Developments and outlook in relation to the Teacher Colleges of the State.

As to the first, your committee has continued actively its efforts, individually and collectively, to encourage, support, and promote an effective, consistent and extensive program of development and expansion of the usefulness of the School of Education as a teacher training agency. It is most gratifying to be able to report that the main and underlying suggestions and recommendations which your committee has advanced in earlier reports and which this body has endorsed, have been so cordially received and put into operation by the University authorities as to justify your committee in proclaiming the opening of a wonderful new era in university teacher training opportunities and facilities in the great State of California.

Such a strong declaration must rest upon the solid foundation of fully attested facts. Therefore, it is appropriate to state at this point that the facts given herein are derived from several conferences and considerable correspondence with the President of the University, Dr. David P. Barrows, whose attitude at all times we have found to be one of sincerest good will toward the aspirations of this great organization which we represent, and whose virile energy and boundless enthusiasm (we may add) have been directed personally toward the practical accomplishment of the comprehensive and well-balanced program which this section of our report will present.

The University program as an entirety follows under a number of subheads:

(a) An appreciable increase in the instructional staff of the School of Education has been made. At least three additional instructors have been provided, and budgetary allowances permit of the appointment of others as soon as wise selections can be made.

(b) In the way of internal reorganization, a closer union has been effected of all agencies in the University engaged or interested in teacher training. Committees have been appointed vested with authority to accomplish real results, and administration has been systematized and centralized.

(c) A direct representative of the President has been appointed, clothed with all his power, to act for the University in professional relationship to all other official or unofficial institutions or organizations of an educational kind with which the University comes in contact. This representative is Professor Robert J. Leonard—an admirable choice from every point

of view, for he is a man with whom we have worked and whom we know to be in heartiest sympathy and active in his co-operation with the organization which we represent.

(d) Appropriations have been made to the amount of \$350,000 for the erection of the new building for the School of Education on the campus at Berkeley. The construction will begin within sixty days.

(e) Increased budgetary allowances have been made for the maintenance of the University practice and training school for high school teachers located in Oakland by agreement with the school authorities of that city.

(f) An agreement has been reached between the University and the School Department of Berkeley and will be signed within a few days, by which a University practice and demonstration school for the more fundamental and thorough training of elementary principals, supervisors and administrators will be established in that city. This school will be opened next January. Budgetary allowances for this purpose are adequate.

(g) Increased budgetary allowances for other activities of the School of Education will be made available.

(h) Clear recognition is had of the need of teacher training for the newer lines of public school work, such as music, vocational branches, physical education, etc.

(i) Clear recognition is had of the desirability of strengthening and adding to the courses of instruction for those aspiring to become school administrators.

(j) Finally, and in all probability the most profoundly significant one of all the other items of this great program of expansion—because of its illimitable possibilities for benefit to the entire school system, as well as to community life in general—the definite promise is made that a research service bureau will be established for the purpose of guiding and assisting in the scientific study and solution of broad educational problems and in affording the right kind of leadership in forward-looking educational movements. It is clearly seen that California must take her legitimate position alongside Illinois, Iowa, Kansas, Minnesota and other states which have developed such service bureaus under the direct control of their state universities.

To sum up the policy of the University, virtually using the words of President Barrows himself, teacher training was, historically, the reason for the foundation of universities; and it is still the primary and essential reason for



the existence of universities. Hence, teacher training is the dominant, all-important business and chief interest of our State University.

Turning now to the second section of our report, viz., developments and outlook in relation to the Teacher Colleges of the State, your committee notes first with real satisfaction the great advances in organization and teacher training effectiveness made possible by recent legislative enactment. In securing the adoption of that legislation this council through its Legislative Committee exercised a substantial influence; and to its efforts a certain share of the credit is due.

The former Normal Schools, now transformed into Teacher Colleges, are engaged at present in the rather difficult process of establishing four-year courses for prospective teachers. Through them, we feel it is safe to predict there will soon be offered to the teachers in service in the state, an opportunity, such as has never heretofore been had by them, of undertaking to study and advance along professional lines while still continuing active classroom work. The results from the offer of this rich opportunity should obviate, to a very large extent, the dangers and difficulties which many school people foresee in the operation of the new Teacher Tenure Act. Through these newly organized Teacher Colleges, also, elementary school teachers and others interested will find it possible to attain the junior high school certificate upon a reasonable and proper basis. It remains to be stated that an arrangement has been entered into between the University and the Teacher Colleges by which the University accords full recognition to the diploma of graduation from the four-year course for those who desire to enter its graduate school.

In conclusion, your committee may be pardoned, perhaps, for feeling a certain degree of justifiable pride in these developments. There can be no doubt that the council has borne a significant part in determining the courses of action above described, and in assisting in their realization. We believe that the teachers of California will take the widest and deepest interest in these enlarged and improved opportunities and facilities for teacher training.

Lastly, your committee wishes again to have this Progress Report considered merely as another link in the chain of its reports upon this vital subject of Teacher Training.

#### Committee:

H. B. Wilson, Fred M. Hunter, E. W. Lindsay, A. H. Chamberlain, E. Morris Cox, A. J. Cloud, Chairman.

## SUPERINTENDENTS' CONVENTION, HOTEL CORONADO, SEPTEMBER 26-30, 1921

**F**OR range of topics and problems treated and sound wisdom displayed in the discussion of them, this Convention set a high-water mark in the history of the school system of California. The program revolved about a thorough-going consideration of major educational issues, particularly as they relate to recent school legislation.

#### Leading Addresses

In his able opening address, entitled "Accomplishments and Problems of the California School System," Superintendent Will C. Wood stated that this year had been the busiest one in the annals of the California School System. "More has been done for education since our last convention was held than in any other community in the world in an equal length of time," he declared. "To justify the support and faith the people of California have shown in their schools, we must render ever better and fuller service," he continued. "Especially should we dwell upon moral training and the building of character."

Dr. David P. Barrows, President of the University of California, brought an admirable message which was heartily applauded by his audience. He declared for an improved study of the English language, for a finer cultivation of music, for greater attention to physical development, and for increased emphasis upon the elements of patriotism. The University, he said, desired to be a partner in the work of the public schools, but in no sense to be a dominant partner.

Major Chas. H. Kendrick, representing the American Legion, outlined the program of that organization, stressing particularly the eradication of illiteracy and the need of training in citizenship. He offered the co-operation of the Legion to the teaching corps in working out such a program.

President E. P. Clarke of the State Board of Education spoke of the difficulties under which the Board had labored in recent months in the matter of applications for teachers' credentials. He warned the Superintendents that, although the vote on Amendment Number 16 was one of the most remarkable expressions of confidence towards the public schools that had ever been recorded, yet it was not an authorization for extravagance, and that public confidence might easily be changed into distrust if

funds were not wisely and economically expended.

Nicholas Ricciardi, President of the California Polytechnic School, introduced statistics to bear out his contention that the schools must accept much more fully than they have done, the responsibility of training boys and girls to be efficient in some vocation in life.

Dr. Lewis M. Terman, of Stanford University, interested his audience greatly in a recital of the survey now under way in several communities of the state, for the purpose of discovering exceptionally intelligent children, and of the benefits to society which were to be anticipated from this remarkable study—one such as had never before been conducted in the world's history.

Supt. C. J. DuFour, of Alameda, presented the results of an intensive investigation into "A Salary Schedule for the Benefit of the Children." He showed the vital necessity of a scientific study being made that would lead to a basic uniformity in salary schedules throughout the state. His ideas were so cordially received that the Convention determined to organize a committee to gather the data necessary and to prepare a further report to be rendered at the next session.

One of the outstanding events of the Convention was the address of the recently appointed U. S. Commissioner of Education, Hon. John J. Tigert, who thus met the representative educators of California, many of them for the first time. He gave an interesting picture of the educational outlook in the country at large, illustrating by witty stories and comparisons.

#### Important Topics Discussed

Many of the most effective presentations of topics were those developed from the floor in section meetings. Some of the memorable discussions centered about the tenure law, rural supervision, financial and budgetary legislation, physical education developments, problems arising from health supervision, junior high school problems, the registration of minors law, professional growth in service, a state course of study, and the various social phases of school administration.

Under the direction of Supt. J. W. Linscott, of Santa Cruz, impressive memorial exercises were held in sorrow over the departure from this life of Supts. George W. Frick of Alameda County and John Anderson of San Joaquin County, Dean Bliss of San Diego Normal School, and Librarian Joseph Daniels of Riverside, who had passed away since the last meeting of the Superintendents.

#### Features of Entertainment

The local committee of arrangements, headed by Supt. H. C. Johnson, of San Diego, is entitled to the highest degree of credit for the splendid entertainment provided for the delegates. A reception on the battleships in the harbor, a visit to the Theosophical Brotherhood at Point Loma, and an excursion to the Aviation Station, were among the features provided. Hon. Stanley B. Wilson, of the State Board of Education, and Harr Wagner, editor of the "Western Journal of Education," delighted a large audience at an evening recital of reminiscences of early days in San Diego, of which they had been old-time residents. The baseball game between the City Superintendents and the County Superintendents gave those fierce rivals full opportunity to "pull off" a multitude of dazzling plays. The contest ended without bloodshed in a victory for the City Superintendents. Score 6 to 5. One of the delightful social features of the Convention was the dance given in the ballroom at Hotel Coronado on Thursday evening by the representatives of the various publishing houses. Hotel Coronado proved to be an ideal meeting place for the Convention. The service was most excellent. The Superintendents so enjoyed the hotel with its beautiful inner court and grounds, and its many cosy corners, that they spent but little time with outside excursions.

#### Resolutions

The resolutions were unanimously adopted, as follows:

1. The Convention, through its resolutions: Reaffirmed its belief and faith in the Towner-Sterling Bill and urged its passage by Congress.
2. Deplored and protested the registration of school warrants and the payment of interest thereon from school funds, and recommended the enactment of remedial laws.
3. Asked that the law placing graduation and promotion in county schools in the hands of county boards of education, be so modified that children from county schools may have conditions for promotion and graduation somewhat comparable to those obtaining in our best city school systems.
4. Favored a State Course of Study for the Elementary Schools; a course worked out under the direction of experts on general broad lines of educational aims and purposes; respectfully urge the State Board of Education to take such steps as may be possible and necessary to carry out the above resolution.
5. The State Board of Education in its recent call for bids for new text books in Geography, has indicated a clear purpose to secure the best books on the American market, irrespective of channel; and we heartily commend

(Continued on Page 477)

## THE BAY SECTION ANNUAL SESSION, SAN FRANCISCO, OCT. 3, 4, 5, 1921

By A. J. CLOUD

THE three-day convention of the Association was held in conjunction with the county institutes of Sonoma, Marin, Contra Costa, Alameda, San Mateo, San Joaquin and San Francisco, and the city institutes of Alameda, Berkeley, Oakland and Stockton. The seven thousand teachers who attended carried away renewed enthusiasm and an improved technical equipment as the outcome of the contributions made by the notable educational leaders participating in the program.

From outside the state, the Association had secured the services of Miss Olive M. Jones, Principal of Public School No. 120, New York City; Dr. Ernest Horn, Professor of Education, University of Iowa, and Dr. Wm. D. Lewis, Assistant State Superintendent of Pennsylvania. Each one was an effective speaker who proved his ability to impress both his personality and ideas upon his audience; while, in combination, the trio covered a remarkably extensive area of educational ground. In addition, from within the ranks of California educators, stirring messages were brought by Honorable Will C. Wood, Superintendent of Public Instruction; Superintendent Fred M. Hunter, of Oakland; Dr. H. B. Wilson, of Berkeley; E. Morris Cox, President of the California Council of Education, and Miss Wilhelmina Van de Goorberg of the Los Angeles City Department.

Superintendent W. T. Helms of Richmond, as President, won the esteem of the entire membership, not only by reason of his untiring efforts in the preparation of the program, but also by that of his clear appreciation of the general welfare in discharging the difficult duties of a presiding officer. The Secretary, W. L. Glascock, Principal of San Mateo High School, who retires this year from the secretaryship after having established an enviable record in that office for the past six years, attended to the multitudinous details incident to such a large gathering, with that exceptional fidelity and efficiency which has always characterized his work for the Association. The splendid musical offerings were a tribute to the master hand of Superintendent Alfred Roncovieri of San Francisco.

### Snap-Shots From the Addresses

It is not possible within the confines of this article to reproduce with any degree of elabora-

tion the rich and varied ideas presented by the grand array of educational talent; hence, it seems best to content ourselves with a few snap-shots from the addresses that will tend to illustrate the main trends of thought.

(Miss Olive M. Jones.) Americanizing the foreign-born girl is the first duty of American womanhood. The only way to reach this group is through the home.

Corporal punishment is not necessary in elementary school discipline. Delinquent children are not, as a rule, mentally deficient; the trouble is with their training, particularly that which they receive in the home.

Teachers have awakened to the fact that teaching is not a job, but a profession, the greatest profession in the world today. Only through a standard system of rating the value of teachers' services can the teacher be protected and the public satisfied. In New York City a rating system has very recently been adopted, having been brought about by the teachers themselves, after seven years of effort. By this rating system every teacher is accorded promotion and salary according to his or her record. The purpose of the rating system is to guide and inspire teachers into better service.

(Dr. Wm. D. Lewis.) The educational value of literature lies chiefly in the development of character and ideals through the emotions. That actions in the young may be sane, the emotions should be controlled.

One of the most dangerous positions spiritually in the world today is that of the school principal. The school as a laboratory of democracy requires the elimination of the "benevolent despot" who frequently holds the rank of principal. Public opinion being the primary force in our civilization, it is highly important that a proper foundation for an enlightened public opinion be laid in the public schools. Student co-operation is required. A school democracy must be established, not a school despotism.

(Dr. Ernest Horn.) The child should not be left to work out his own career and putter around in one thing after another. The child must accept his social responsibility.

Don't let any one make you believe you are going to learn to spell or write or add or subtract by accident.

Research into the vocabularies of children leads to the conclusion that words of action predominate in their vocabularies. The "project" had its origin in the concreter types of school work, such as manual training, etc.;



and its chief value still resides in those particular fields. Failure, instead of the substantial gains that may be had from the project, ensue wherever teachers lose sight of the truth that it has not universal applicability but is only one of many instructional devices, each of which is to be used in its proper place.

(Hon. Will C. Wood.) Make American democracy safe for itself through the public school system. It is the only institution that can do it.

No other commonwealth in the Union has been so generous as California in financing its public schools. Our next step as teachers is to deserve the support of the people of California. We need to make ourselves bigger and better.

(Supt. Fred M. Hunter.) The meeting of the N. E. A. at Des Moines, last summer, demonstrated that democracy in education controls the affairs of the great national organization.

(Dr. H. B. Wilson.) We spend too much time in discussing how to do things and not enough time in doing them. In our schools we waste time upon the study of history that is two thousand years old, and upon the teaching of words that are seldom used in the language. Such subject-matter should be succeeded by the study of current problems, and by the stressing of the vocabulary that meets our common needs.

(Miss Wilhelmina Van de Goorberg.) The Association deserves the support of every teacher in the state. To carry on the work successfully, it is absolutely necessary that the dues be increased.

(President E. Morris Cox.) The record of the Association over the past ten years, in matters of legislation alone, proves conclusively the great value of unity of effort among teachers. Yet teachers should not rest content with what has been accomplished, but must be alert to what lies ahead of them to undertake. In order to expand its activities in many directions in which it should already be at work, the Association will require to be more adequately financed.

#### Sub-Section Programs

Beside the general and department meetings, a large number of sub-section programs was held at which opportunity was given for the presentation of material of direct interest in relation to particular subjects of the curriculum. Exceedingly interesting discussions of problems were developed in the meetings of the Music Section, the Home Economics Section, the Elementary Arithmetic Section, the

(Continued on Page 481)

## CENTRAL COAST AND NORTH COAST SECTION MEETINGS

IT is doubtful if ever in California there have been held educational meetings of greater significance than those of the Central Coast Section at Santa Cruz, October 3, 4 and 5, and of the North Coast Section at Eureka, October 10 to 13. The first comprehends the counties of Monterey, San Benito, San Luis Obispo, and Santa Cruz; the latter, the four counties of Del Norte, Humboldt, Mendocino and Trinity. Ignoring the distance and cost of travel, practically every teacher in the district was present. If there were discordant elements they failed to show themselves. A decided spirit of professionalism prevailed throughout the sessions. Teachers were constantly commenting favorably upon the speakers and emphasizing the value of the addresses and discussions rather than complaining at enforced attendance. During intervals, in the hotel lobbies and in groups, members were heard talking the need for organization, of doing better the activities now projected by the association and of carrying forward new lines of work. At both section meetings, the programs offered were so well received that many of the teachers were heard planning for next year's convention. Requests came that a number of the same speakers be secured for next year, a comment frequently heard being: If we are to have such programs, these meetings are decidedly worth while. That both sections voted favorably for an increased fee of \$5.00 in the State Association to obtain in 1923, and this without argument or appeal being made, indicates clearly the progressive attitude of teachers in these sections of the state.

#### CENTRAL COAST SECTION

A well planned series of meetings brought before members some of the outstanding topics of the day. The speakers were chosen with reference to the time and the topic. Dr. Ernest Horn proved himself a real teacher in his discussion of the recitation. His sound practical sense and fearlessness in breaking away from tradition won his hearers. L. R. Alderman, out of a wealth of experience as State and City Superintendent, in Overseas Service, and now as Senior Educational Advisor for the United States Navy, brought a message of inspiration and help to all. Mark Keppel, Lee Emerson Bassett, Mrs. Helen Keller, Stanley B. Wilson, Superintendent Will C. Wood, A. C. Olney, Nicholas Ricciardi, L. W. Chenoworth, Miss Eva Hance of the Junior Red Cross, and other



California people were not behind the others in the value of their contributions. Mr. Keppel made, without question, the finest contribution to which we have ever listened on the History of California. Mr. Wilson painted in graphic word pictures the profession of teaching as offering opportunity for the greatest service in the world. Mr. Wood in his masterful fashion pointed the way of progress under title: What shall be the next step? There were a number of Round Table meetings characterized by large attendance and enthusiasm.

Professor R. L. Bird deserves great credit for his splendid work as does Secretary MacQuiddy and other members of the committee. Resolutions were presented by a committee of which James Davis was chairman. Supt. J. W. Linscott was always ready to assist in an emergency. John Squires was an efficient leader in community singing. The Sequoia Quartet and other talent were fully enjoyed.

Officers for the next year are: President, Miss Cecil M. Davis, County Superintendent of Schools, Santa Cruz; Secretary, T. S. MacQuiddy, Watsonville; Treasurer, J. H. Graves, Monterey; Council Representative, W. J. Cagney.

#### NORTH COAST SECTION

The meeting of the North Coast Section was in some respects the most significant that has taken place in California since the organization of the State Association some years ago. Teachers traveled long distances to attend; listened to a splendid program of educational and entertainment features; adopted a constitution and by-laws to govern the Section; wrote practically a 100 per cent membership in the Association; elected officers and Council members to the Central Body; declared it to be the best meeting they had ever attended; stood and voted to the last member for a fee of \$5.00 in the Association, beginning with 1923, and after applauding themselves vigorously for having the vision and wisdom to work for a more worth while organization, by planning it on a sound financial basis, went home smiling.

Superintendent Robt. Bugbee of Humboldt County presided at the joint institute. He presented as speakers Supt. H. B. Wilson of the Berkeley Schools; Sam H. Cohn, Deputy Superintendent of Public Instruction; Mrs. Helen Keller of the State office; Glen H. Woods, Director of Music, Oakland Schools, and Arthur H. Chamberlain. Dr. Wilson in his scholarly addresses gave the keynote of the meeting. In his subject, *The Objectives of Education*,

he showed clearly how the strained world situation in which we find ourselves should shape our education today. Under title, *Making Education Significant*, he dwelt upon the fundamentals and the need for elimination of non-essentials.

We have never participated in an educational meeting where music played such an important part. Mr. Woods conducted the music at every session and made the audience feel that music was not merely a subject, but was part of the life of every person. He gave a splendid address upon the American Boy in Music. The audience was charmed and delighted at every session by the singing of Mrs. Dorothy Lyle Woods, soprano. Her voice and interpretation were wonderful. Mr. Woods, through well chosen words on the lives and work of the composers and his masterful ability in leadership, showed himself not merely a musician but a teacher. Mr. Cohn gave an inspiring address on the Teacher of Tomorrow. Mrs. Keller presented in clear form the place of Arithmetic and showed how the Thorndike Arithmetics should be used. Mr. John Beers, in a series of dialect readings, added much to the value of the meetings. There were Round Tables of High and Elementary Departments; visits to the Humboldt State Teachers' College at Arcata; excursions arranged by the local Chamber of Commerce; a reception and entertainment by the town's people; a banquet tendered the visitors by President Van Matre of the Teachers College; a luncheon of the Eureka Chamber of Commerce addressed by the Messrs. Cohn and Chamberlain.

President A. O. Cooperider presided at the business session. Secretary Geo. C. Jensen read the minutes of the meeting at which the preliminary organization was formed. Officers for the next year were elected as follows: President, Roy Good, Ukiah; Vice-President, Chas. M. Fulkerson, Principal High School, Mendocino; Secretary-Treasurer, F. L. Caughey, etc.; Member of the Council for three years, Robt. A. Bugbee; for two years, Geo. C. Jensen.

It is understood the meeting next year will be held in Mendocino County, either at Ukiah or Willits.

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**In the Hall of Fame**, New York University, are elective honors to eminent American educators, Horace Mann and Mark Hopkins, among men, and Mary Lyon and Emma Willard among women, have recognition. In point of numbers, authors stand first (13), with statesmen following (11), women number 6. Twenty new names have recently been added.

**CALIFORNIA COUNCIL OF EDUCATION  
MINUTES OF MEETING OF  
OCTOBER 1, 1921**

The Council of Education met at 9:30 a. m. on October 1, in the office of the County Board of Education, Hall of Records, Los Angeles, President Cox in the chair. Roll call by Executive Secretary Chamberlain disclosed the presence of the following members:

Bay Section—Messrs. Avery, Cloud, Cox, Clifton, Du Four, Glascock, Miss Power, Miss Wade.

Central Section—Messrs. Edwards, Lindsay, McGuffin, Miss Richmond, Miss Wear.

Central Coast Section—Mr. Bird, Miss Davis.

Northern Section—Mr. Chaney, Miss McCleery, Mrs. O'Neil, Mr. Robbins, Mr. Short.

Southern Section—Messrs. Clifton, Chenot, Deither, Dunlevy, Hammond, Hamman, Miss Iverson, Mrs. Jones, Messrs. Keppel, Knopp, Landis, Lane, Lockwood, Miss Mooseman, Mr. Shibley, Mr. Stuart, Mrs. Stanley, Miss Van de Goorberg, Mr. West, Mr. Wheeler, Mr. Thurston.

The minutes of the preceding meeting were, upon motion, approved as printed in the Sierra Educational News.

The President presented a report which, on being accepted, was ordered printed in the Sierra Educational News. (See elsewhere in this issue.)

President Cox then made a brief report on matters of legislation as enacted at the recent session of the Legislature. Chairman Glascock of the Committee on Teachers' Registration Bureau, reported on the work of the Bureau for the year, to date, placing in the hands of each member a tabulated statement showing number of teachers registered, and number placed in positions. The report resulted in full discussion as to the future of the Bureau. The establishment of a branch in Southern California was given full consideration. The Executive Secretary suggested that an office of the California Teachers' Association, covering all the activities, including the Bureau, should be opened in Southern California as soon as possible. There prevailed a motion offered by Mr. Wheeler to reaffirm action taken at an earlier meeting to the effect that the Council declare itself in favor of opening an office in Southern California at as early a date as conditions warranted.

The discussion relative to the Bureau raised the question of proposed increase in membership fee. Mr. Robbins moved that the Council recommend to the various Sections an increase to \$3.00 for 1923. After full discussion regarding the matter of dues, the former decision of the Council and the Board of Directors regarding action on both the \$3.00 and \$5.00 fee was allowed to stand. This step was made necessary because the Southern Section, at its 1920 December meeting had voted favorably upon both a \$3.00 and a \$5.00 fee. Also because the Executive Committee of the Central Coast Section had declared for a \$5.00 fee. It was decided that, in case the Southern Section collected a \$3.00 fee for the year 1922, it should be explained to the members of that Section that the additional \$1.00 is for the use of the Section, and is

to remain in the Treasury of the Southern Section.

Chairman Keppel of the Committee on Amendment 16 reported briefly. President Cox spoke upon the results of the questionnaire sent out by him to superintendents, touching the results of Number 16 in the various counties.

On motion, the President was authorized to appoint a committee of five on Program, the President and Executive Secretary to be members of the committee. The President appointed Miss McCleery, Miss Mooseman and Mr. West.

The President reported regarding the Teachers' Retirement Salary Law. The Council also listened to Miss Van de Goorberg, chairman of this committee. At the request of the State Board of Education, that body being in session, a committee was named to meet with the Board, to consider a recent court decision affecting the Retirement Salary. Miss Van de Goorberg, Miss Richmond and Mr. Avery were named as this committee. On motion of Mr. Hamman, the State Board of Education was requested to publish the report of the actuary and to make a further study of the problem. This motion, when carried, embodied also a suggestion by Miss Van de Goorberg that the published report should have appended an explanatory statement and such comments as the State Board might be willing to authorize, making clear the attitude of the Council on the report in question. This matter was referred to the Retirement Salary Committee and carried by the committee to the State Board of Education.

Mr. Cloud, as chairman of the Committee on Teacher Training, presented a report which is published in this issue. On motion of Mr. West, the report was adopted, with commendations for the excellent work done.

During a discussion of the matter of membership in the C. T. A., President Cox spoke of the desire on the part of Presidents of Teachers' Colleges to have their students affiliate with the organization. It was thought that these teachers in training should become honorary members of the Association.

The President called for suggestions for topics to be considered by Council committees during the next year. The following topics were suggested: Exchange of Teachers; The Single Salary Schedule; A Code of Ethics; The Townier-Sterling Bill; Tenure; Development of the Kindergarten; Registration of Minors. These and other topics were considered by the Committee on Program, with the understanding that members of the Council will make selection as to their preferences for work, and the committees upon which they will serve.

The resolution which prevailed at the meeting of the City and County Superintendents relative to the desirability of increasing the salary of County Superintendents and the State Superintendent of Public Instruction, met with approval at the hands of the Council. A resolution prevailed that the Council co-operate with the Superintendents' Convention in bringing about such increase.

Further resolution prevailed regarding the action of the State Board in securing state text books in geography. The resolution follows:

WHEREAS, The State Board of Education

in its recent call for bids for new text books in geography, has indicated a clear purpose to secure the best books on the American market, irrespective of the channel; therefore be it

RESOLVED, That we heartily commend the course of the State Board in thus recognizing and establishing, under authority of law, the competitive principle in furnishing texts, to the end that the boys and girls in the public schools of California may secure the best text books available.

On motion of Mr. Lindsay, the report of the Committee on Americanization, Mr. Avery, chairman, was waived, the report to be made to the Board of Directors for any imperative action.

The Council adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

#### MEETING OF THE BOARD OF DIRECTORS

The Board of Directors was called to order by President Cox at 4:05 p. m. in the office of the County Board of Education, Hall of Records, Los Angeles, Cal.

On roll call by Executive Secretary Chamberlain, the following members were found present: President Cox, Mr. Cloud, Miss Davis, Miss Richmond, Mr. Robbins, Miss Van de Goorberg, Mr. West.

Miss Van de Goorberg, chairman of the Committee on Teachers' Retirement, reported the results of the committee's conference with the State Board of Education. The State Board desired to co-operate in every way with the Council. The Board of Directors agreed to receive Mr. Avery's report on Americanization as a report of progress.

The Committee on Program, having done its preliminary work, it was decided to compile the list of topics suggested, and send to the various members of the Council, so that each member might select the committees upon which he would prefer to work.

The Board adjourned.

ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

#### EDUCATION LIKE POPCORN

**A** PRIZE in every package! Corn already popped in packages long on the grocer's shelf! And the popped kernels cold and stale! But, for the prize of brass jewelry at the bottom, our gustatory organs are set in motion and with eager expectation we empty the box.

Corn popped while you wait! Popped and buttered by machinery and handed out to the buyer at 5c per bag. This is better than the cold and stale variety, for all the while we wait we see the process and hear the popping, and the savor of it recalls the joy of winter nights by the fireside.

The foregoing analogy is simple and apparent and must appeal to the honest observer of much of present-day education, so-called,

which still offers stale popcorn to innocent buyers, and in elementary grades and high schools cheap prizes in the form of marks and percentages, units and grades, arrived at on a false basis of evaluation.

I have often been an interested attendant and observer of the freest and most delightful of all university sessions, the Summer Session. Outside of the art, science, industrial and technical departments, and seminar classes, most courses are given after the time-honored lecture method. The hectic rush to classes begins at eight o'clock by enrolled students expecting credit, auditors being exempt from this tense nervous attitude of mind, since their goal is not the prize of units at the end, but the substance and delight of the lecturer's contribution. The business of the enrolled students in lecture courses is usually intensive loading of the mind with knowledge, with eager note-taking, lest their memory baskets be not capacious enough, this followed by the writing of themes, after extensive reading of long bibliography lists and, in some instances, written examinations on the entire field of knowledge covered. At the end of six or ten weeks of this pooling of the greatest amount of information possible, no wonder the symptoms of exhaustion, pale drawn faces, tired eyes, and nervous reaction are common.

To carry the popcorn analogy farther, given the choice of buying corn already popped or popping it himself, there is scarcely a normal child or group of normal children but will prefer the latter. Not for the corn alone, but for the fun of the popping and the attendant joys: the glowing coals, the role of "Alice-sit-by-the-fire," the delight of musing and waiting for the first pop, the companionship of those waiting their turn with the popper, the comparison of skill in turning out the whitest kernels, the piling up of the crisp savory food-dainty, and finally the sharing with others of this delectable product of fireside cookery.

Will anyone deny the happy and exact analogy of this in-door winter pastime to the modus operandi and results of creative education?

ANNA M. WIEBALK,  
Berkeley, Calif.

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Since the organization of the first County Library at Sacramento, October 1, 1908, forty-three additional counties have adopted the system with a total of 3584 districts. Of the 2917 school districts, 1982, or 65 per cent enjoy the privileges of the central or branch collections. More than 1,500,000 books are reported.



## Official Ballot--Southern Section

To Members of the California Teachers' Association--Southern Section:

Section I of Article VII of the Constitution of the California Teachers' Association, Southern Section, reads, in part: "Candidates for the office of President, Vice-President, and Treasurer shall be nominated by petitions. One hundred signatures of members of the Association shall be necessary to nominate a candidate. All petitions shall be sent to the Executive Secretary on or before October 10th. If no name has been presented by petition for any given office of the Association, the Council shall place two names on the ballot for that office, and if only one name has been presented by petition for any given office, the Council shall place an additional name on the ballot for that office. The result of these nominations shall be announced to all members in the form of a primary election ballot enclosed in the November issue of the Sierra Educational News."

Petitions received by the Executive Secretary nominated only three names, as follows: Willis T. Newton for the presidency; Miss Ruth Adair Smart, present incumbent, for the vice-presidency, and Mr. Geo. E. Bettinger, present incumbent, for the treasurership.

Since only one name for each office had been nominated it was necessary for the Southern Council to meet and complete the ballot. One additional name for each office was placed on the ballot. The Council nominated for the presidency Superintendent George C. Bush, for the vice-presidency Superintendent Mrs. Grace C. Stanley, and for treasurer Mrs. Eugenia West Jones.

Miss Jessie Campbell, chairman of the Election Board, proposed the following statement, which was authorized by the Southern Council: "The ballot for officers of the California Teachers' Association--Southern Section, is published in this issue to comply with the requirements of Article VII, Section I of the Constitution. Since there are but two nominees for any office, and since the Constitution requires that two names for each office shall appear on the final ballot, the Primary and Final ballots become one and will, by ruling of the Southern Council, be voted on at the time of final elections according to directions to be sent out by the Executive Secretary in accordance with the provisions of the Constitution for final elections."

### California Teachers' Association -- Southern Section OFFICIAL BALLOT

To vote for a candidate, whether on the printed list or written in, PLACE A CROSS (X) in the square to the right of and opposite the name for which you wish to vote.

<b>President—</b>			
Mr. George C. Bush, South Pasadena.			
Mr. Willis T. Newton, Los Angeles.			
<b>Vice-President—</b>			
Miss Ruth Adair Smart, Long Beach.			
Mrs. Grace C. Stanley, San Bernardino.			
<b>Treasurer—</b>			
Mr. George E. Bettinger, Alhambra.			
Mrs. Eugenia West Jones, Los Angeles.			





# EDUCATIONAL LITERATURE



**Elements of Latin**—By Benajamin L. D'ooqe, Ph. D. Ginn and Company. Pages XIV-426. Price \$1.32.

This is not a text by which the study of Latin is to be made easy, but interesting, which is better. It is a grammar, and the direct method is incident to the teaching and to the careful grading of the lessons. The teaching vocabulary is limited to 500 words for the year, which were selected from standard lists, practically all of them common to Caesar and Virgil,—an excellent introduction to second year Latin. Connected reading in the form of selected paragraphs, extracts, dialogues and stories are scattered through the book, graded to the pupils' progress in vocabularies. There are pages of selections for sight reading and a dozen or more picture sketches from which original stories are to be written. In addition to the teaching vocabulary, special vocabularies accompany the several lessons, which in turn, are accompanied by parallel columns of more than 500 related English words. Indeed, throughout the lessons much attention is given to word formation, derivation, prefixes, suffixes, etc. In all, there are nearly 100 illustrations, most of them inserted for teaching purposes, and maps of southern and western Europe in Roman times. In addition to the lessons proper, 40 pages are given, as an appendix, to grammatical syntax, and about the same to the two vocabularies—Latin-English and English-Latin. A Latin play, "Perseus and Andromeda," is given and several pages of Latin songs. It is a comprehensive and practical text. It is quite certain that if Latin could be generally taught as Dr. D'ooqe teaches it, and as any one familiar with the language could teach it from such a text, there would be little concern about direct and indirect methods, and less criticism of the usefulness of the teaching of Latin in the schools. Distinguished characters are made to live again; customs and institutions and the daily life of those long ago people may be made to appear as real as those of today. And in this first year, even, the foundation may be laid for vital social and political interests which we have inherited. Latin is a stimulating study if taught aright, and to teach it aright should be possible from such a book. It is not easy to comment upon the book in an impersonal way, for one who has known intimately the author and his teaching.

**The Pruning Book**—By Roland B. Gilman. Henry Disston and Sons. Pages 105.

In no part of our country more than in California is there a place for accurate knowledge and consistent practice in the care of trees, shrubs and vines. Aside from agronomy and mining, one of the most important industries of California is fruit-bearing growths. How to

conserve their vitality and increase the production must form an important part of the industrial education of many people. No claim is made that the book is a complete work on pruning, and it does not discuss general agriculture and the more nearly related problems; but it does "answer most of the every-day questions regarding pruning." Its illustrations are profuse, effective and artistic. There is, first, a brief recounting of the history of pruning from early times, with a number of quaint and wise quotations from certain old books, standard in their day. However, the author concludes that their advice was little regarded because of a "lack of general education of the public," and adds that notwithstanding the vast amount of research and experimenting in connection with fruit growing in the last fifty years, "very little has been added to our knowledge of the principles of pruning." There is an instructive chapter on "General Principles," illustrated by 40 figures, describing tree surgery and dentistry. Tree planting, forest and shade trees, nut trees, fruit trees, vines and shrubs, hedges and roses are all given attention, with more than 100 figures explained in detail. A chapter on pruning tools follows, showing desirable forms and uses. There is scarcely a family, owning few or many of these growing things, cultivating them for the home or the market, who would not be profited by familiarity with, and the habitual use of the knowledge which this little book offers. Schools in which forestry or fruit culture is a part of the program will find it both text and reference. A brief list of books accompanies the text.

**Public Speaking**—By Clarence Stratton. Henry Holt and Company. Pages 342.

Among high school students there are relatively few who can be called even tolerably effective talkers, either in the use of the voice, the thought material, its handling in speaking, the holding to any objective, or in ease and confidence of manner. One is tempted to think that in University classes the proportion who can speak effectively in the classroom is even smaller. Yet training in speaking is of paramount importance to all careers. According to the author, "the greater part of class recitations should be devoted to speaking." One is inclined to agree with the statement. Throughout the 12 years of elementary and secondary schooling relatively too much attention is given to writing with the accompanying neglect of carefully prepared for, purposeful, systematic, but free speech. One who has first learned to talk well, intelligently and intelligibly may learn to use effectively the slower process of writing; but the reverse order is rarely true. "Public Speaking" comes at an opportune time. Most high schools, now, are giving the study, and a number of them practice, more or less

effectively. But the habitual class and general use of English is on a discouragingly low plane. Here, more than many, if not most other arts the successful man is "made, not born." The treatise is frankly meant to be a practical, not a theoretically critical, treatment of the subject. While speech is based upon thought and language, and may be approached from either side, this author, as do most texts of the class, begins with language; and discusses, suggestively, with numerous exercises and examples, voice, tone, pronunciation, common errors, the use of the dictionary and vocabulary, along with the sentence. Devices offered for intelligently increasing the speaking vocabulary are particularly good. Of the speech, itself, or the formal talking exercise, its beginning, gathering material and its organization into a unit of presentation, the author uses 120 pages, or more than one third of the book, and wisely. The two chapters on "Getting Material" and "Making the Outline or Brief," should be well worth the price of the book to any high school teacher assigned to this work. The remainder of the book is mainly given to the usual divisions of the subject,—explaining, proving or persuading, reporting and debating. The chapter of 25 pages on "Dramatics" will be of interest just now with the new activity in this form of literary construction. Altogether the book should be found a helpful guide.

**The Elements of High School Mathematics**—By John B. Hamilton and Herbert E. Buchanan. Scott, Foresman and Company. Pages 297. Price \$1.20.

To one interested, primarily, in pre-college education, the first notable feature in this book is the fact that the two men who appear as authors, and the editor of the series of which this text is one, are all University men,—from the University of Tennessee, Tulane University and the University of Chicago. This fact may bear two implications: either that the colleges are more ready to shape their courses to fit the work that can be done by the high schools, or that the higher institutions are, more than formerly, interesting themselves in the earlier years of schooling. The "Elements" here presented is suggested for first year high school, either as a satisfactory introduction to algebra and geometry, or prepares the student "to pass the examination in algebra for admission to most of our colleges and Universities," or to furnish the pupil who must leave school before the sophomore year with "the fundamental tools and technics of the three elementary branches of mathematics." Unlike most reorganized courses in the subject, arithmetic, algebra and geometry are presented separately, though with frequent cross references. The very liberal supply of examples and problems, and their application to the practical arts are commendable features of the book.

**Industrial Government**—By John R. Commons. The Macmillan Company. Pages 425. Price \$3.00.

Teachers not less than the public generally, and especially teachers in secondary schools,

have need to know the situation in American industrial life. How the complicated economic and labor conditions are to be met in the next twenty-five years will depend largely upon the attitude and intelligence and industrial equipment of the young men and women of the later teens of today. To prepare to answer the questions that are constantly emerging, and to solve the problems that even the simplest life of the day presents, comes too late if the participants must wait till school days are over. They have a right to expect the school to assist them to find the right answers. Their teachers cannot be indifferent to the responsibility. This text, "Industrial Government," which is really the result of a serious study of the growth and present aspects of industrial democracy, is a good example of the application of the scientific method to the most pressing industrial problem of our economic life. Dr. Commons, assisted by other members of the department of economics of the University of Wisconsin, visited and examined 30 establishments, studying their systems of management and the degree of participation in management by employees. The book comprises reports upon eighteen experiments, and five chapters of inferences from the findings of the reporters. One can imagine teachers reading a good many books that would yield less professional value in return than this study of typical industrial establishments and expert interpretation of their experiences. How the work of society is to be done by interested co-operative effort is the problem of the schools, not less than of industry. R. G. B.

**The Young American Readers**—By Jane Eayre Fryer. The John C. Winston Company. Our Home and Personal Duty, 228 pages, price 76 cents. Our Town and Civic Duty, 259 pages, price 84 cents. Community Interest and Public Spirit, 283 pages, price 90 cents.

The Young American Readers are especially adapted for use as supplementary readers leading up to the study of civics. They progressively present, first, the home environment and the reciprocal duties of the family and of others rendering personal service to the home; secondly, the wider town environment with its public servants, and the duties and privileges of the young citizen; thirdly, the complex organization of the community, and the public utilities and civic movements which contribute to community welfare.

"Our Home and Personal Duty" begins at home and tells about the people rendering necessary services, such as the milkman, baker, tailor, shoemaker, carpenter, coal man, doctor and nurse. Thoroughness, honesty, respect, patriotism, and kindness to animals are inspired through interesting stories. The Junior Red Cross, also, is given timely attention. The book is intended for the fourth grade.

"Our Town and Civic Duty" for the fifth grade, leads the children away from home into a study of such public servants as the policeman, fireman, postman, street cleaner, garbage collector, etc. Through illustrative stories it develops the civic virtues of courage, self-con-

trol, thrift, perseverance, and, in general, the qualities that affect the lives of others.

"Community Interest and Public Spirit" carries the young readers further into the world they know and explains in an interesting way the water supply, gas, electricity, telephone and other public utilities. "Safety-first," First Aid to the Injured, Town Beauty and Public Improvements are treated as vital factors in community life. The book will fit well in the work of the sixth school year.

**The Story of Matka**—By David Starr Jordan. The World Book Company. Pages 78, Price \$1.00.

Anything from the pen of Dr. Jordan is known in advance to be worth reading. And one is tempted to say the same thing of the publishers of this little essay. The sub-title calls it a "Tale of the Mist Islands." The story is set on the Pribilof Islands, among the seals. Atagh, a great bull seal, is represented as having Matka for wife. Their brothers and sisters and their several children, and various other animals—walrus, blue fox, sea lion, otter, parrot, auk, gull and certain others, are brought into the narrative in a most fascinating story. It has a literary finish that quite matches the fine art of the printer. It is profusely and beautifully illustrated; and one may be sure that while the matter is cast in the form of a story, the whole is essentially true to fact. To many children it will be a book of information as well as a source of joy in a fine writer's literary art.

**Human Geography.** Written by Jean Brunhes, Professor in the College of France; translated by Professor T. C. LeCompte of Yale University; edited by Isalah Bowman, Director of the American Geographical Society, and Richard Elwood Dodge of Columbia University. Rand, McNally and Company. Pages 648. Illustrated with 77 maps and diagrams and 146 half-tones.

The American edition of this famous work which was awarded the gold medal of the Geographical Society of Paris in 1911 and the "Prix Halphen" of the French Academy makes its exceedingly valuable content available to students in normal schools and colleges and to the general reader. The text has been adapted somewhat to meet American conditions, particularly by the addition of illustrations, footnotes and text to bring out significant and pertinent American facts in human geography.

The author begins by expounding the term "human geography" until it comes to be understood as the study of those phenomena of human activity which inscribe themselves on the earth's surface—human establishments, modes of travel, cultivation of the soil, breeding of animals and cultivation of plants, exploitation of natural resources, etc.—as distinguished from, but closely united by bonds of causality with the phenomena of physical geography. He divides the essential facts of human geography into three groups, each being in turn subdivided into two parts. These are, first, the "facts of the unproductive occupation of the soil: houses and roads"; second,

the "facts of plant and animal conquest: cultivation of plants and raising of animals"; and, third, the "facts of destructive exploitation: plant and animal devastation and mineral exploitation." The author proceeds with extreme care to indicate the differences of aim and method which distinguish human geography from closely related sciences, and to make clear the services which one science may render another. This he does in a chapter entitled, "Beyond the Essential Facts." Finally, he supplies a dissertation on the geographic spirit, in which he develops its significance in manifold directions in social studies, declaring, "There is a 'geographical sense' which demands a more realistic perception of all the manifestations of human activity, economic, historical, and political."

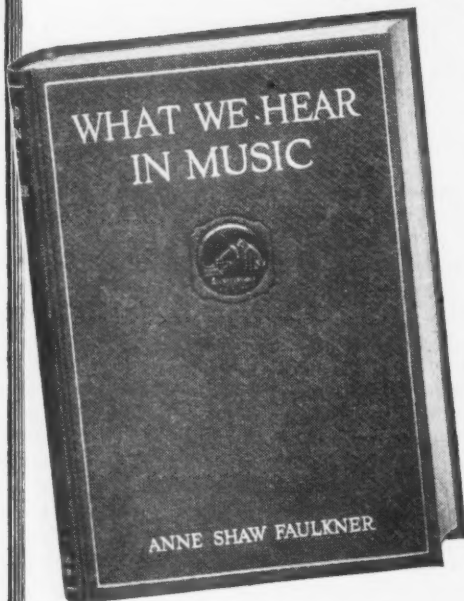
**Common Sense in School Supervision.** By Charles A. Wagner. By Bruce Publishing Company. Pages 204.

In the early 80's there was published one of the first books on school supervision, by Prof. W. H. Payne, then doing pioneer work in the College training of teachers at the University of Michigan. It was before the day of special supervisors of subjects instruction, and when the functions of a Superintendent were mainly managerial and directive. But it was a thoughtful treatment of the subject, and blazed the way for the more definite discussions later. This little book by Superintendent Wagner is an intimate valuation of methods and results, in the nature and functions of supervision; supervision by principals and special supervisors, and their relations to the general superintendent. The author does not hesitate to take up the often unhappy relations of the room teacher to over-much supervision, conflicting responsibilities, the teachers' meetings, women vs. men supervisors, the valuation of the teacher, by whom and how, the attitude of the experienced teacher, complicated systems of reporting, the new teacher in the system, the young teacher, and the sharing of teachers in the practice of supervision and school management. It will be found suggestive, particularly to executives in small cities, and principals, no less than teachers of the special subjects.

Those who should receive the Sierra Educational News regularly are earnestly requested to notify us at once of any change of address. This is specially important, as Postmasters do not forward second-class matter. In all cases, give both the old and the new address. If any number of the News does not reach you promptly, notify us and another copy will be sent. Superintendents and Principals are urged to ask teachers if the magazine is received regularly, and if not, to notify us. The magazine is mailed to all members of the Association. Do not neglect to renew your membership through your local officials, thus assuring a subscription to the Sierra Educational News.



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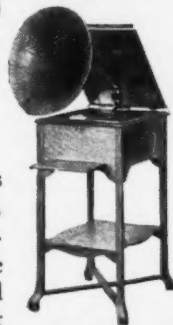


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# NOTES AND COMMENT

**Our Educational Directory**—it will be more complete in every way than heretofore; more inclusive of the various organized agencies for furthering education. There will be fifty per cent more entries than last year. Here are some reasons why every locality should wish to be represented in this roster of Educational Organizations in California. First, in order that your own school staff may know the extent to which school forces, throughout the state, are organized for work; that you may have at hand information for publicity efforts in your own community; that you may have a chance to evaluate your local professional service with that of other localities; because it becomes a record of educational history in the State based upon professional activities outside the schoolroom; because it is a manual of ready reference for club and association intercourse; and knowing what is going on elsewhere, in the line of one's particular interest, there is an added incentive to improve one's own work. Correspondence between school women's club, for instance, or special supervisors, or principals, or grade teachers, or teachers of particular subjects, stimulates co-operation and breadth of view in both teaching and sympathetic interest. It represents the growing conviction that only through co-operation of the teaching body—local, state and national associations, is it able to make its influence felt, and secure the larger benefits from organization.

The department "From the Field," in the Sierra Educational News was established in response to a feeling that teachers, readers of the magazine should have more frequent chance to express their views than can be offered in the body of the paper. Many members, in their reading, will find themselves reaching, mentally, to what is published; either lending an endorsement, or correcting an error, or giving a different opinion. Several articles have been published in the last two issues that should invite comment, if not criticism; weighted credits in high school; the Woodbridge interpretations of the aims of modern education; an experiment in senior English; school architecture; teachers' councils (in Literature section); comparative study of school salaries (in notes); all in the September number; and, in October, equally interesting matters.

It has been agreed by various national organizations interested in education, that December 4-10, inclusive, be observed as Educational Week. Its purpose is to awaken an increased public interest in schools and other means of education. School celebrations, exhibits of pupils' work, educational columns in local papers, women's club programs, pupils' co-operation and public addresses, should be used to their fullest

service for this purpose. Teachers and school officials are urged to participate in the undertaking. The general public and legislative bodies have responded so generously to the appeal for better financial support of the schools that it behooves the authorities to make a frank exhibit of what the schools are doing, and their purposes.

Children's Book week, also, will be observed in thousands of schools, November 13-19, inclusive, as it was one year ago. It pays. Not only schools, but libraries, clubs, teachers and teachers' organizations, book stores, and the ever-ready press are some of the means whereby "an ideal of a wider and wiser use of books by children" may be built up. A fine large colored poster, "More Books in the Home," may be obtained free, by applying to Children's Book Week Committee, Room 212, 334 Fifth Avenue, New York. This is a service that has a direct, wholesome reaction upon the children that the schools can ill afford to neglect.

Of Indiana's 92 counties, 38 in 1920-1921 showed a loss in school census over the year before. The tide of population, at least of births, is toward the West.

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190-192 South First St. .... San Jose  
Sixth and Morrison Sts. .... Portland  
Third Avenue at Pine .... Seattle  
928-930 Broadway .... Tacoma  
808-810 Sprague Ave. .... Spokane

### PIANOLAS

See you saw it in the Sierra Educational News

## HUNTER AND WHITMAN'S Civic Science in the Home

By GEORGE W. HUNTER, Ph. D., Professor of Biology, Knox College, Galesburg, Illinois, and WALTER G. WHITMAN, A. M., Editor, General Science Quarterly, Physical Science Department, State Normal School, Salem, Mass.

**E**LEMENTARY general science has become an essential study for boys and girls from 12 to 15 years of age. The great developments which have taken place in science during recent years have opened the eyes of educational leaders to its multiple advantages. Practical scientific knowledge, systematic training, straight thinking, sound character, good citizenship—no other school subject affords so many vital contact points or brings the school into such close relation with the outside world.

**Civic Science in the Home** is a vigorous new textbook for secondary schools which gives the pupil an understanding of many of the useful applications of science in everyday life and at the same time teaches him the fundamentals of science.

The topics treated are shown by the chapter titles: **Part I. The Home and Its Environment.** Why We Study Science; Essentials of an Ideal Home. Natural Resources of Home Environment. **Part II. Good Health in the Home.** Pure Air; Water in the Home; The Uses of Foods; Pure Food in the Home; Household Pests and How to Fight Them; How Wastes Are Removed from the Home; Germ Dangers and Health Habits. **Part III. Heat in the Home.** Fuels and Their Uses; Heating Our Homes; Fire Prevention in the Home; Uses of Clothing. **Part IV. Light in the Home.** Sources of Light for Home Use; Importance of Our Eyes. **Part V. The Home and Its Surroundings.** Making and Beautifying the Home; Planning the Home Grounds; The Home Garden; Plant Friends and Plant Pests. **Part VI. Devices for Labor Saving and Convenience.** Some Simple Machines in the Home; How Electricity is Used in the Home; How Electricity is Controlled in the Home. **Part VII. Recreation in the Home.** Indoor Recreation; Outdoor Recreation.

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Say you saw it in the Sierra Educational News

(Continued from Page 464)

the policy of thus recognizing and establishing, under authority of law, the competitive principle in furnishing texts, to the end that the boys and girls in the public schools of California may secure the best text books available.

6. In the legally recognized system of public education in California, the kindergarten department represents the first step of the child from the home to the public school; we recognize in its plan, purpose and ideals those fundamental principles necessary in the physical, mental and moral development of the child. The financial support as at present provided is found in many localities to be quite inadequate.

We recommend that either the tax limitation on local districts be abolished or some support be given by the County or State for more adequate support of the kindergarten department.

7. It is well known to the Superintendents in attendance upon this Convention that the State Superintendent of Public Instruction and the County Superintendents of Schools, have had no share in the salary increase granted in recent years to all other educational employes in the State of California, and that such failure to give adequate increases has been due to Constitutional restrictions.

The present meager compensation of State Superintendent of Public Instruction constitutes an actual reproach to this great Commonwealth in view of the pre-eminent importance of the work, the state and nationwide influence which the office exerts and the incomparable value of the services of that office.

The office of the County Superintendent of Schools is one of great importance and responsibility because of the possibilities it affords for professional service, and also because of the great financial responsibility involved, making it important that those who occupy this office should be chosen on account of peculiar fitness as teachers and administrators and also as business men and women.

To secure and retain suitable incumbents for these important educational positions, there must attach to the office of the State Superintendent of Public Instruction and to the office of the County Superintendent of Schools, the prestige and salary that obtain elsewhere in positions of like importance and responsibility. We recognize the utter inadequacy of the present salaries attaching to these offices and urge that salaries adequate to the demands of these positions and commensurate with their importance, should be secured and to that end a Constitutional Amendment should, if necessary, be enacted.

8. The California Congress of Mothers and Parent-Teacher Associations constitute themselves an organization auxiliary to the public schools, and are educational, non-sectarian and non-partisan. Their purpose is to unite more closely the interests of the home and school. This co-operation between parents and teachers has materially increased the efficiency of the schools in providing for the children wider opportunity and better living conditions. Such organizations are vital to each community, and several counties and cities are as yet unorganized. The City and County Superintendents in convention assembled, do recommend these associations as a means of promoting the best in-

## Educational Tests and Measurements

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2126 Prairie Ave.

Say you saw it in the Sierra Educational News



# What a Los Angeles Boy Says!!

Here's a letter showing how a group of Los Angeles boys are planning to invest in masks, gloves, bats and other juvenile baseball "regalia" by winning all the prizes in the Geography Prize Essay Contest now on. The letter given below explains:

Los Angeles, October 10, 1921.

Mr. S. C. Smith  
Ginn and Company  
20 Second Street, San Francisco

My Dear Mr. Smith:

Your geography contest is making a hit with our boys. Yesterday a group of eight or ten grammar school boys held a caucus in our back yard after I had shown them your advertisement in the Sierra Educational News. I couldn't help hearing the talk as it floated in through my study window.

Said the principal speaker:

"Gee, boys, we must grab all four of those cash prizes. If that 'guy' Smith in San Francisco is going to give a hundred dollars for the best composition about geography, we've all just got to 'get busy' and 'corral the kale.' We need three new baseball bats, a mask, and two pairs of catcher's gloves. If we can 'grab' the prizes, we can get all we need and some 'swell' uniforms, too. Maybe we can get a new football and a handball outfit. I'll get my dad to write to Mr. Smith tonight and find out all about it."

This is the "dad's" letter. "Hurry up with the information."

Very sincerely yours,



The above letter is but one of dozens asking for all sorts of information about the geography contest. Briefly, here is the information we sent to the Los Angeles "dad":

Ginn and Company have offered \$100.00 in cash prizes for the best articles of not over 1,000 words on "The Importance of Emphasizing the Subject of Geography in Our Schools Today." The competition is open to any pupil in the fourth, fifth, sixth, seventh, or eighth grades in any California public or private school. The first prize will be \$50.00; second prize, \$25.00; third prize, \$15.00; fourth prize, \$10.00. All articles must be received by Ginn and Company before December 1st, 1921. The articles should be sent sealed with the envelope marked "Geography Contest" and in a separate sealed envelope should be given the name, address and grade of the writer, also the name of his grade teacher or special teacher of Geography—if he has one.



**GINN AND COMPANY**  
20 Second Street, San Francisco, Calif.

Say you saw it in the Sierra Educational News



terests of the teachers and children of our public schools.

9. The adoption of Amendment 16 and the supplementary legislation thereto has, much more adequately than heretofore, provided funds for the proper conduct of the schools. It is the duty of all public officials at all times and particularly at present, to see that the public funds under their jurisdiction are carefully expended for the public good.

*This Convention calls upon all public school officials, superintendents, teachers, trustees and others, to guard with greatest care all school expenditures and to hold in the treasury all funds not needed for the proper conduct of the schools, that when not needed, they may be reapportioned in accordance with law.*

10. The principles for which our soldiers in France fought, bled and died, and more are being maimed and marred, are the principles for which our people should live.

The ideals of the American Legion as set forth in the preamble of its constitution, will develop the character to live according to those principles.

This Convention endorses the patriotic and civic principles of the American Legion as set forth in its preamble, and will co-operate with the order for the promotion of the ideals for which the preamble stands.

11. We extend to the Chamber of Commerce, the Principals' Club, Music Departments of Coronado and San Diego, and the City Teachers and Board Members of the City of San Diego, to Superintendent Johnson and President Hardy and the management of the Hotel Del Coronado, our hearty appreciation for the delightful entertainments they have given in making our convention days most pleasant and profitable.

12. We express to our friend and co-worker, the Honorable Will C. Wood, Superintendent of Public Instruction, our sincere appreciation for the interesting and highly constructive program he has given us at this Convention.

J. A. CRANSTON, Chairman.

In Contra Costa County all but four of the schools are members of the County Library system, and Mrs. Alice G. Whitbeck is chiefly responsible for the deserved success. Butte County also has a one hundred per cent library connection.

Thomas L. Heaton, late Deputy Superintendent of the San Francisco schools, one time connected with the State University, and Morris E. Dailey, best known, perhaps, as President of the State Normal School at San Jose, were both, in an earlier day, Superintendents of the Fresno schools. Their memory is to be honored by naming two of the city's new buildings after them.

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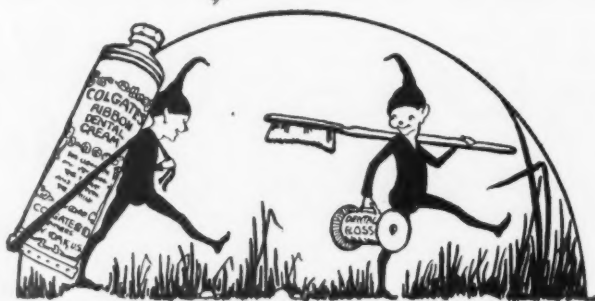
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Toy money is recommended for use in connection with the new state arithmetic text-book.

Box No. 8050 contains one thousand pieces, assorted from 1 cent (1c) to twenty dollars (\$20.00).

Price, each box, postpaid, \$1.25

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## A teacher may be puzzled

to know how to interest her pupils in forming health habits. It is not so simple a subject as it may seem. It must be suggested in an engaging way, one thought at a time. But what a difference the observance of personal hygiene makes in the conduct of a school room!

It is the experience of teachers that children who are taught health habits are very much more alert and better able to do good work in school than are children who have neglected teeth and unclean mouths. One teacher wrote: "The results of our Dental Hygiene work are showing in every phase of school life—better sanitation of body, better behavior, and better co-operation of parents."

The Colgate Educational Department will be glad to furnish teachers with Dental Hygiene lessons that will last throughout the year.

### Colgate's Classroom Helps Sent Free

*Trial tubes of Ribbon Dental Cream, reminder cards, charts, clever jingles, and other practical material will be sent to teachers once a year. Fill out and send in the coupon today to*

**COLGATE & CO.**

Dept. 30

199 Fulton Street, New York

*See announcement, page 488, of another Colgate Classroom Help—free samples of Colgate's Coleo Soap.*

R.D.C.

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Dept. 30  
199 Fulton St., N.Y.

I am a teacher in the

School, District No. ....

No. of pupils in my direct charge. ....

Reference (name of School Superintendent or member of School Board) .....

Your Name .....

Town .....

County .....

Population .....

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Please send me, free of charge, "Colgate's Classroom Helps" (Write here, accurate express or parcel post shipping address, stating which) .....

(This offer is good only in U. S. A.)



Say you saw it in the Sierra Educational News

(Continued from Page 466)

Deans of Girls in High Schools, the English Section, the History and Civics Section, the Classical Section, the Mathematics Section, the Library Section, the Science Section, the Drawing and Art Section, the Manual Arts Section, the Tests and Measurements Section, the Americanization Section, the Penmanship Section, the Physical Education Section, the Spanish Section, the Commercial Section, and the Evening School Section.

#### Social Functions

A wide variety of entertainment was offered Association members during their stay. On the opening day of the convention, Mrs. Helen G. Sanborn, President of the San Francisco Board of Education, tendered a luncheon to the superintendents of schools of the bay cities, the state school officials and the leading speakers on the program. The Teachers' Association of San Francisco gave a reception to the Association officials, the speakers, and the general membership, at which an informal program of music was rendered and refreshments were served. The League of Teachers' Associations served an old-fashioned harvest supper, following it by addresses by distinguished educators. The Principals' Association of San Francisco met the visiting principals at luncheon.

#### New Officers Business Session

Officers chosen at the election were: President, Elizabeth Arlett, Principal Junior High School, Oakland; Vice-President, Mary F. Mooney, Vice-Principal Grammar School, San Francisco; Secretary-treasurer, F. H. Boren, Principal University High School, Oakland; Representatives on California Council of Education—Superintendent Fred M. Hunter, Oakland; J. E. Hancock, Principal of elementary school, San Jose; George M. Thriot, teacher, Oakland Technical High School; Superintendent W. T. Helms, Richmond; Superintendent Ben Ballard, Sonoma County; Gail Moody, teacher, Berkeley Department; and Ethelyn Bonney, teacher, Stockton Department. The representative system of a Section Council, adopted a year ago, functioned for the first time, the officers being elected by the Council instead of by the general body.

At the business session, which was very largely attended, the members voted unanimously to raise the dues from \$2.00 to \$3.00 per annum. A surprisingly heavy vote, though not a majority, was cast in favor of an increase of dues to \$5.00, and this notwithstanding the

"Of great value to teachers."—*Educational Foundations, New York.*

## "Yosemite and Its High Sierra"

By JOHN H. WILLIAMS,  
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New Edition, revised and greatly enlarged.  
Imp. 8vo., 194 pp., with colored frontispiece and 260 half-tones.



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"Your new edition should have particular value in the schools and public libraries. There is no better area in which to study glacial action than Yosemite Park, and you have told the story of the remarkable work of the glaciers in simple language that should appeal to the youngest student."—*Stephen T. Mather, Director of National Parks, Washington, D. C.*

"'Yosemite and its High Sierra' is a beguiling volume, that should be read by every lover of the mountains. It is just the kind of book the young people of California should become acquainted with,—and all others who care to understand and enjoy the wonderful Yosemite."—*Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.*

"The most adequate volume on Yosemite yet published."—*St. Louis Republic.*

"Nowhere in America have the ancient ice-streams stamped the record of their achievement with such beauty and grandeur as in the Yosemite country. And no other book has described and illustrated this colossal sculpturing of the California upland so clearly and abundantly as the new 'Yosemite and its High Sierra.' Indeed, the only volumes comparable with it are Williams' own superbly illustrated books about the great mountains of the Northwest. Such a book cannot but have tremendous interest and value for every student of physical geography and geology. It should well find place in public and private libraries and in all school libraries."—*Arthur H. Chamberlain in Sierra Educational News, September, 1921.*

**JOHN H. WILLIAMS, Publisher**  
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San Francisco



## *Some New and Forthcoming Books*

### SCIENCE

Barber's Science for Beginners  
McCarthy's Health and Efficiency  
Moon's Biology for Beginners

### ENGLISH

Modern Verse, British and American (Forbes)  
Plays for Classroom Interpretation (Knickerbocker)  
Stratton's Public Speaking

New books are coming out all the time.

A publisher must move rapidly these days to keep abreast of the times.

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## **World Championship Won With Gregg Shorthand**

Mr. Albert Schneider, 20-year-old graduate of the New York High School of Commerce, is the 1921 winner of the world championship shorthand speed contest held by the National Shorthand Reporters' Association at Niagara Falls, Ontario.

His remarkable record of 97.9% on the championship tests at 200, 240 and 280 words a minute was made possible by Gregg Shorthand, the best-by-test system for simplicity, speed and accuracy.

## **Breaks World Records**

Mr. Schneider established a world record on the 215-word-a-minute straight literary matter dictation by attaining the highest net speed ever written in any contest on this kind of matter. On the 175-word-a-minute straight literary matter test he exceeded the best previous record, held by him, by 2.2 words per minute, making a new world record of 99.6% perfect.

*Gregg Shorthand is taught in 282 high schools in the State of California*

## **The Gregg Publishing Company**

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Say you saw it in the Sierra Educational News

fact that no campaign of enlightenment in regard to the necessity for such an increase had been carried on.

The resolutions presented by the Chairman of the Committee, James T. Preston, of Berkeley, were ratified without division. The resolutions pledged the teachers to hold service and sacrifice above selfishness in the profession. They endorsed the idea of co-operating with other agencies to make English the basic language of instruction in all schools, public, private, and parochial. They commended the demand that thorough-going instruction in American History and Civics be prescribed for all students graduating from elementary and secondary schools. They subscribed heartily to the program of the National Education Association, particularly the Towner-Sterling Bill, and requested the California representatives in Congress to use every effort in the support of that bill. They conveyed a desire to co-operate with the press in an endeavor to insure respect for law and its enforcement. They assured continued support to "our beloved leader," Superintendent Will C. Wood. Finally, the resolutions expressed deep sorrow over the loss of associates who had passed recently to the "Great Beyond," Superintendents Geo. W. Frick, of Alameda County, and John Anderson, of San Joaquin County.

In response to an invitation by Dr. Barrows, twenty-two Russian students have come to Berkeley to enter the University. They bring with them degrees from their home institutions and are admitted to graduate studies here. They are under the care of Dimiky Ushakoff of the Harbin Y. M. C. A.

Of all the exchange magazines coming to this office, none is more satisfactory in its way than the School Arts Magazine, published at Worcester, Massachusetts, and edited by our own Professor Pedro J. Lemos of Stanford University. Art design and instruction for both elementary and secondary schools are featured, the published articles have expert authority, and the many scores of illustrations are both helpful for teaching and bits of fine art in themselves.

An institution that may be counted on to render efficient and wholesome service to the schools, and of state-wide distribution, is the State Federation of Mothers' and Parent-Teachers' Associations. The organization in California maintains twenty-one active departments, three fourths of them being directly connected with the expanded work of the schools. There are 626 local societies, with nearly 50,000 members. Five counties not affiliated with the Federation report 500 additional members. In the Directory of Educational Organizations soon to

## GOLD MEDAL CRAYONS



**Crayola Crayons**  
For Poems and Proverbs

In memory work it is advisable to use Lecturers Crayons for writing selections on the black board. The color stimulus gives a greater desire to memorize. When such work is done on cards Crayola Crayons will supply a colorful medium.

These are but two of the many uses that may be made from

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We have prepared an interesting brochure on blackboard drawing. A postal from you will bring it to your school.

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## For Every Use

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*Just listed for California High Schools*

## Nature-Study Agriculture

By WILLIAM T. SKILLING

*Supervisor of Nature Study and Agriculture  
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This self-teaching textbook meets the pupils' needs and interests by appealing to nature study. In very simple language it presents new discoveries that have influenced agricultural practice. General principles and procedure applicable in cities and rural communities are given. Many helps for pupils and teachers, suggestions for laboratory work and field observations, and references to bulletins of the Department of Agriculture are included. The aim is to increase powers of appreciation, to give a basis for the formation of vocational ideals, and develop an appreciation of the applications of science to useful arts.

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THE PROJECT METHOD OF TEACHING.....	By John A. Stevenson
SUPERVISED STUDY IN ENGLISH.....	By Laura McGregor
SILENT READING.....	By John A. O'Brien
MENTAL DEVELOPMENT AND EDUCATION.....	By M. V. O'Shea
A GUIDE TO THE TEACHING OF SPELLING.....	By H. C. Pryor and M. S. Pittman

*Other Books Not So Recent But  
Too Good To Omit*

THE ELEMENTARY SCHOOL CURRICULUM.....	By Frederick G. Bonser
THE WORK OF THE TEACHER.....	By Sheldon E. Davis
MODERN ELEMENTARY SCHOOL PRACTICE.....	By George E. Freeland

**The Macmillan Company**

609 Mission Street

San Francisco



be issued from this office, may be found the names and addresses of the several state and district officers.

There has recently been organized the California Scholarship Federation, whose purpose is said to be "to foster a higher standard of scholarship and all-round attainment on the part of students of the secondary schools of California." Mr. Charles F. Seymour of the Long Beach high school is president, and Miss Bertha C. Roberts of Inglewood is secretary. Lack of space prevents further notice of the venture in the November issue; but it is hoped to recur to the undertaking in a future number.

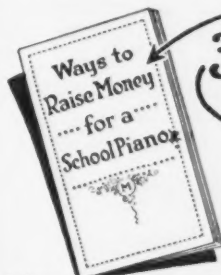
**A Rapid Shorthand Writer**—At the 22nd Annual Convention of the National Shorthand Reporters' Association of the United States, held at Niagara Falls, Ontario, August 25, Mr. Albert Schneider, twenty years of age, a writer of the Gregg system of shorthand, defeated three former world champions since 1909. Mr. Schneider, who is a graduate of the High School of Commerce, New York City, is a free lance reporter, the youngest writer yet to achieve the championship. He began the study of shorthand five years ago. His first reporting experience was with the United States War Industries Board during the war. The reporting for the Board was of the most difficult nature, requiring on the part of the reporters a comprehensive vocabulary and a knowledge of technical subjects. The championship contest consisted of three dictations of five minutes each on straight literary matter at 200 words a minutes; "judge's charge" to the jury at 240 words a minute (technical); "testimony," consisting of questions and answers, at 280 words a minute. In the first test Mr. Schneider made but 12 errors; in the second 22 errors, and in the 280 dictation, 44 errors; or an accuracy percentage on the total of 97.9. Mr. John F. Daly was the only other contestant, out of a field of 34, who was able to qualify with the required accuracy of 95 per cent or better. Dictations were also given on straight literary matter at 150, 175, and 215 words a minute, for the purpose of awarding speed certificates of the Association. On the 215 straight literary matter test Mr. Schneider made but 18 errors, accuracy, 98.32 per cent, and a net speed, after making deductions, of 211.2 words a minute. This constitutes a new world record and is the highest net speed ever made by any writer in any contest on this kind of matter. The best previous record was made by Mr. Nathan Behrin, world champion in the 1911 contest. On the 175 straight literary matter dictation Mr. Schneider made but 3 errors, tying with Mr. Willard B. Bottome, champion of 1909 and an official reporter of the New York Supreme Court, with an accuracy of 99.65 per cent. This also constitutes a new world record, exceeding by two words a minute that made by Mr. Schneider last year at the Denver convention of the National Shorthand Reporters' Association. Mr. Schneider further achieved an unusual record by transcribing the five highest rate dictations in the time allotted for three. Although but nineteen years of age at the time, Mr. Schneider last year made the highest

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This beautiful Technical High School at Oakland, California, inculcates a love of art. Its modern systems of ventilation, heating and other equipments teach hygiene. Of course it has the sanitary lavatory system of



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Department M,

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This No. 312 is a fine pointed Stub Pen of good size, easy in action and very durable.



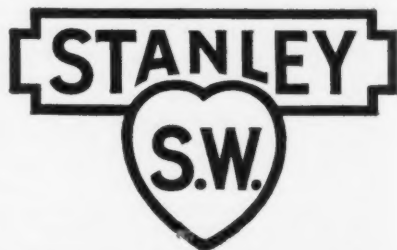
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Sixty odd years of service have evolved these twelve, and each is built to meet a particular writing need. So when you choose from the display case at your dealer's, order by number, then buy by the box—it will pay you.

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### STANLEY TOOLS

This chart will prove of great value  
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THE STANLEY RULE & LEVEL PLANT.  
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NEW BRITAIN, CONN. U.S.A.

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record of any contestant in the speed contest of the Southwest Shorthand Reporters' Association.

It is said the Oakland Schools receive the largest sum from the government under the Smith-Hughes act of any of the cities of California. Work has been carried on in a dozen schools. For the last year, the four cities standing highest in the list of expenditures for this purpose were: Oakland, \$28,249; Los Angeles, \$23,549; Berkeley, \$3876, and San Francisco, \$3000.

There comes to this office from the Miessner Piano Company, Milwaukee, a tiny 30-page monograph on "a hundred ways to make money." That it was originally put out to advertise the "Monogram School Piano" does not detract from the suggestiveness to teachers, or its value to the schools that use the fund of information contained. The writer of the monograph is Director of the Milwaukee State Normal "School of Music," and knows as a wise teacher knows some of the needs of the schools. How to socialize a community for co-operation, how to reach the parents, the function of music in this process, uses of the community center, plans of organization, etc., are all discussed in a distinctly professional way. The outline of a piano campaign is formulated in detail, and with the wisdom of an expert who knows neighborhood life about a small school. The little brochure is worth any teacher's reading for an insight it shows in music for school purposes.

The State's semi-annual apportionment of school funds for the year ending June 30, 1922, amounted to \$11,490,700. It represents the first payment under Amendment Sixteen, and is the largest apportionment ever made to California schools. An interesting feature of the transaction is that \$10,831,800, or 94.27 per cent goes to elementary schools. This is on the basis of a minimum of \$700 per teacher, as fixed by the last Legislature. Of the total apportionment, the high schools receive \$658,900. Los Angeles County receives about one fourth of the entire sum. San Francisco comes next, with an aggregate of \$978,700, for both elementary and high schools; Alameda County with \$921,053; Fresno County, \$564,725.

A merited promotion is the selection of Mr. David E. Martin to succeed to the office of County Superintendent of Schools, Alameda County, vice George W. Frick, deceased. Mr. Martin has had more than twenty years of active educational experience, in both teaching and administration. He has been assistant superintendent in the County office for three years, and is eminently qualified to assume the duties of the major position. A host of friends will welcome him to the office.

Through co-operation of the Board of Education and the local farm bureau, the Tulare Union High School will have pig, calf and poultry clubs this year. The training is to be extended to the elementary schools in the rural districts comprised in the High School.

## RELIABILITY--- DEPENDABILITY

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Reliable—Are the doors in your school reliable? Will they open and close smoothly regardless of climatic conditions?

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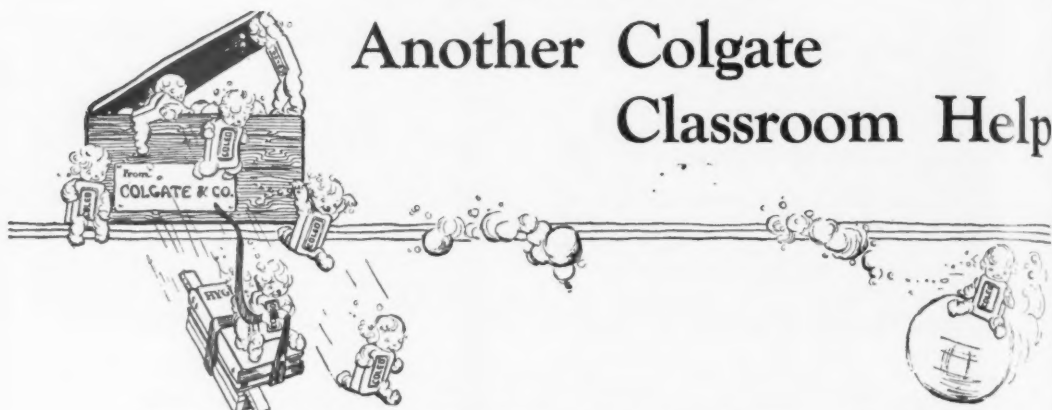
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## Another Colgate Classroom Help

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BECAUSE Coleo Soap is such a splendid all-round family soap, it has been chosen by the Educational Department of Colgate & Co. from among the many Colgate soaps to go into schools. Coleo Soap will help you in your Good Health campaigns, just as Ribbon Dental Cream (see page 480 for Dental Hygiene Helps offer) helps you. A small cake of Coleo Soap for each child to take home will say "cleanliness" just as Ribbon Dental Cream says "night and morning tooth-brushing". All of you teachers know that it is much easier to apply Hygiene to the every-day lives of children, if you give them all the same thing to do in the same way. If they

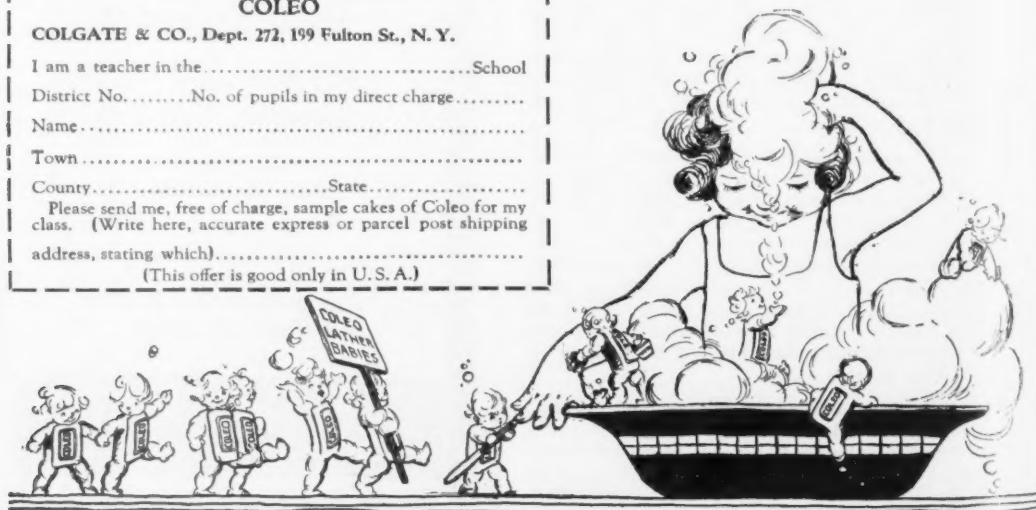
all start in on a Personal Cleanliness campaign with the same kind of soap, they will be working as a class—establishing a cleanliness routine.

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Say you saw it in the Sierra Educational News

From "Business Educator," official organ of the Zaner-Bloser Penmanship, publishers, Columbus, Ohio: "Miss Spencer has been conducting from time to time short courses for teachers in cities and normals in California and in some of these classes as many as 95 per cent received the Zaner Method Pedagogical Teachers' Certificates, which are awarded teachers and those preparing as such. Her work is based upon Manual 144 and a Syllabus of her own, which is attractively illustrated, tersely written, and pedagogically planned. She gives attention to the application of writing to other subjects through spelling. She is an ardent advocate of movement from the beginning, and easily secures results.

"The service she has rendered in training the teachers of California to teach movement writing efficiently is highly complimentary."

Occidental College has opened the new year under the new President, Dr. Remsen D. Bird, and is not only crowded, but has a long waiting list. The institution starts work with an enlarged and distinguished faculty.

The California Institute of Technology at Pasadena has begun the year with brilliant prospects. Dr. Robert A. Millikan, recently of Chicago University, Professor Lorenz, from Leyden University, Holland, and Dr. C. G. Darwin, Dr. Paul Epstein, now of Leyden, Professor Harry Bateman, Dr. George Ellery Hale of the Mt. Wilson laboratory and Dr. Arthur Noyes, not to mention others whose names do not occur at this writing, are all either now connected with the institution, or are to be added to the faculty in the near future and would dignify any institution for research or teaching of whatever rank. It is evident the institute is organized for work.

Napa is constructing a 20-room school building after a new design. In place of stairways to the second story and basement, inclines are to be used. A combined assembly room and gymnasium, 19 classrooms, offices, rest rooms, library and medical examination rooms are all included in the plan.

Trinity County Teachers' Institute was held at Hayfork this year. There were thirty present, and housed in tents. Those from the southern part of the county and from down Trinity River made long trips on horseback and over mountain trails. Two teachers rode horseback for forty miles! You teachers who protest attendance at a nearby meeting, think of the devotion of these women.

Paul Bicknell, recently of the Red Bluff Union High School, is now principal of the Danville High School.

The Oakland High School 41-piece orchestra is this year under the expert direction of R. C. Ward, graduate of the Royal Conservatory of Music, at Copenhagen, Denmark; and is planning a series of concerts during the season. A band, also, of twenty pieces will be heard.

## High School Certificate By Examination

The State Board of Education issues a H. S. credential on examination entitling the holder to teach in Senior or Junior High Schools, or grades.

The next examination will be held next June.

To be eligible a teacher must have had seventeen months of successful teaching.

The Los Angeles Coaching School has inaugurated a class to prepare teachers for this examination under the direction of A. A. Macurda, formerly of the So. Branch of U. of Cal. and deputy Sup't. of San Francisco Schools. This class will meet twice a week, from 5 to 6 o'clock Wednesday evening and from 9 to 11 Saturday morning beginning Wednesday, Nov. 2.

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Say you saw it in the Sierra Educational News



The Teachers Casualty Underwriters insures against loss of salary through accident, sickness or quarantine. Full details of the Teachers Casualty Underwriters plan of protective benefits will be sent by writing to Teachers Casualty Underwriters, 456 T. C. U. Building, Lincoln, Nebraska. Says Supt. Charles E. Teach of Bakersfield: "It has been my privilege and good fortune to be a T. C. U. member since 1908 and not only is it a pleasure to testify to the fairness and promptness with which this claim has been settled but to testify to the same splendid business relations during the past 13 years."

The Oakland Kiwanis Club has begun the constitution of a fund to be used in aid of needy foreign students in the University of California, the plan to be administered through one of the churches.

Our well known and efficient superintendent of the Alameda schools was on the program of the American Bankers' Association, October 4, in their annual meeting at Los Angeles. He discussed the Alameda School Savings Bank system.

George W. Frick was one of the best known school men in California. For many years he served as the County Superintendent of Schools of Alameda County. Previous to this he was connected with the schools as teacher and principal. His genial manner, friendly disposition and unselfish devotion to the cause of the children and the schools, won for him hosts of loyal friends. His recent death was not unexpected as he had been unable for months to attend to his duties.

No better example of loyalty to Mr. Frick and to the schools could be had than that shown by his successor, David E. Martin. As assistant under Superintendent Frick, Mr. Martin has filled a most difficult and exacting position with full regard to the office and credit to himself. That the County Supervisors were unanimous in their praise and in their request that he serve the County as Superintendent, is testimony of the high esteem in which Mr. Martin is held. We welcome him as a fearless, progressive and forward looking leader.

It seems that at the University of Southern California there are the beginnings of a great school in the recently established College of Commerce. Dr. Rockwell D. Hunt is Director. There has already been provided a faculty of 26, supplemented by a half dozen distinguished and successful men in business, experts in their respective fields. Beside the regular lectures, 16 courses are offered of evenings to men and women engaged in regular occupations during the day. It is planned, moreover, to create a business men's clinic, for business directors, that shall be a laboratory to which they may bring their problems to be analyzed, examined and diagnosed. Commercial training has heretofore followed business, seeking conformity. It is proposed to face about, and assume the University's rightful place in constructive leadership. It is an attractive and promising movement.



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F. H. Meyer, Director

Say you saw it in the Sierra Educational News

The University of California, Berkeley, has organized a department of labor education to be given under the auspices of the San Francisco Federation of Teachers. Professor Ira B. Cross will give a course entitled "Present Day Economic Problems." There will be considered the place of labor in production, importance and forms of labor, conservation of labor power, capital as a factor in production, business organization, the corporation, large scale production, necessity of the bank in industry, kinds of banks, the Federal Reserve System, certain monetary problems, foreign exchange, international trade, etc.

A unique booklet, entitled, "Block Printing in the Schools" has been published by the Sigmund Ullman Company, New York, manufacturers of high-grade printing inks. The out-of-the-ordinary features of the booklet are the illustrations, four in number, which were printed direct from linoleum blocks. As far as can be ascertained, the Sigmund Ullman Company's booklet is the first commercial printed product containing linoleum block illustrations printed direct from linoleum blocks. The blocks, which are printed in five colors, were designed, cut, and printed by public school teachers. The printing was done in a school print shop. As the edition is limited on account of being printed direct from the linoleum (although the edition consists of several thousand), it would be well for those desiring copies to write for them immediately. Requests should be mailed on school stationery to the Linoleum Block Printing Supply Company, 263 Whiton Street, Jersey City, N. J., under whose direction the booklet was planned and executed and who will handle its distribution.

W. J. Cagney, for eleven years a most efficient superintendent of schools of San Benito County, has resigned to become supervisor of rural schools of Los Angeles County. The change can be called a promotion only because he goes to a larger field. He has left a permanent legacy of efficiency to the rural schools of San Benito. The salary is more than doubled.

A public mass meeting of citizens was recently held in Los Angeles in support of the Towner-Sterling bill now before Congress. Among the speakers were: Bishop Adna W. Leonard of the Methodist Episcopal Church, and Rt. Rev. W. Bertrand Stevens, Protestant Episcopal; Dr. E. C. Moore, director, University of California, southern branch; Mrs. Susan M. Dorsey, superintendent of schools; Miss Ida C. Iversen, president of the City Teachers' Club; Rev. Carl Patton, First Congregational Church; Rev. Hugh K. Walker, president of the Church Federation; Oscar Lawler, attorney, and Mayor Cryer. The meeting was held under auspices of the Church Federation of Los Angeles and the Masonic Digest, of which Reynold E. Blight is the editor.

A group of Los Angeles business men favoring advisory co-operation of teachers with boards of education, strongly opposed, recently, the proposition of certain radical teachers of

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that city to delegate to the teaching body certain functions in the control and operation of the schools, vested by law in the Board of Education.

The San Luis Obispo Union High School runs buses for transportation of pupils to 11 schools. It would be interesting to know how many localities in the State are similarly served. Centralized schools and free transportation make for better accommodations and improved service in other directions.

Mrs. Selma B. Olinder, principal of a San Jose school, just returning from a term of study in Columbia University reports that the authorities there quite freely expressed the belief that "California has the most complete and advanced system of education among the several states." Rather expert opinion.

An election is soon to be held to raise \$115,000 of bonds to be used by the board of education for a new grammar school.

Say you saw it in the Sierra Educational News





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Supervisors' and Teachers' School of Rhythmical Penmanship,  
Los Angeles, Cal.

Mrs. C. H. Godfrey, 3000 Pine St., San Francisco, has been appointed California Assistant to the Federal Citizenship Director, Raymond F. Crist. Mrs. Godfrey's field is the State of California. There are but two other similar positions in the United States.

Like many other localities in the State, Hayward finds school accommodations short. But plans are being drawn for a new building on a 31-acre tract.

At the Music Festival held late in September in the Greek Theater, University of California, Berkeley, one program was rendered by a chorus and orchestra of 2000 school children from the city schools. The orchestra consisted of children averaging five and a half years, under the guidance of Miss Sue Starkweather, assisted by Irving Rosedale, the 5 year old leader.

By the vocational department of the Placer Union High School, a home economics extension course is being offered to the women of the community. Miss Christine Abbott is in charge.

Say you saw it in the Sierra Educational News

Maxwell, Colusa County, is to have a new high school building at a cost of \$85,000.

A correspondent to the Los Angeles Times is authority for the statement that the first use of the Stars and Stripes over a school house was on the log house at Catamount Hill, now Calrain, Franklin County, Massachusetts, May 1812. A memorial association has erected a memorial tablet on the site.

Modesto is now among the city school systems to which has been granted a Junior College, under a recent act of the Legislature. A petition was approved by the State Board of Education.

The Oakland High School has a "Grandfathers Club" made up of soldier boys who fought in France but who have entered the school preparatory to taking regular courses in some college or university. They are practically earning their way.

Statement of the Ownership, Management, Circulation, Etc., Required by the Act of Congress of August 24, 1912, of Sierra Educational News, published monthly at San Francisco, California, for October 1, 1921.

State of California,  
County of San Francisco—ss.

Before me, a Notary Public in and for the State and county aforesaid, personally appeared Arthur H. Chamberlain, who, having been duly sworn according to law, deposes and says that he is the Managing Editor of the Sierra Educational News and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—California Teachers' Association, San Francisco, Cal.

Editor—Arthur H. Chamberlain, San Francisco, Cal.

Managing Editor, Arthur H. Chamberlain, San Francisco, Cal.

Business Managers—None.

2. That the owners are: (Give names and addresses of individual owners, or, if a corporation, give its name and the names and addresses of stockholders owning or holding 1 per cent or more of the total amount of stock.)

California Teachers' Association, Incorporated. No stockholders holding 1 per cent or more of total amount of stock. Arthur H. Chamberlain, Secretary, San Francisco, Cal. E. Morris Cox, President, Oakland, Cal.

3. That the known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: (If there are none, so state.)

None.

4. That the two paragraphs next above, giving the names of the owners, stockholders, and security holders, if any, contain not only the list of stockholders and security holders as they appear upon the books of the company but also, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting, is given; also that the said two paragraphs contain statements embracing affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner; and this affiant has no reason to believe that any other person, association, or corporation has any interest direct or indirect in the said stock, bonds, or other securities than as so stated by him.

5. That the average number of copies of

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ARTHUR H. CHAMBERLAIN,  
(Signature of editor)

Sworn to and subscribed before me this 19th day of September, 1921.

(Seal)

L. C. MURASKY,

Court Commissioner of the City and County of San Francisco, State of California.

My commission expires (No Limit).

Among the educational men of the State, few had a longer or more consistent influence for good than Joseph F. Daniels of Riverside, California, whose sudden death occurred the middle of September. His teaching was through the library. At one time he was California State Librarian, then City Librarian in Riverside and Director of one of the State's four library training schools. Among the contributors to the Library Symposium, published in the June number of the Sierra Educational News, Mr. Daniels discussed clearly the organization and function of such training, as no man could do better. His interest in the California County Library system was exceeded only by his encouragement and support of it. Thousands of both children and adults will find joy in books because of his constant effort to reach the people, and all classes of people.

Among recent changes of school executives is that of B. R. Crandall, long superintendent of the San Bernardino Schools, who becomes associate professor at the University, in the College of Agriculture. It is a fine recognition of his resourceful high school work. Percy R. Davis, of National City, succeeds Mr. Crandall.

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Reduced Price of ARTOTYPES, Sept. 1, 1921. Large Pictures for Framing. Price, \$1.50 for one; \$1.25 each for 2 or more. Postpaid. Size, including margin,  $22 \times 28$  inches. Send \$2.50 for The Mill and Sir Galahad.

Of the Artotypes a customer who has received six of them writes under date of August 29, 1921:

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## DIPLOMAS WITH LEATHER COVERS—IN ALL SIZES PACIFIC ENGRAVING CO.

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The Stanley Works of New Britain, Connecticut, have just issued a new Doweling Jig folder. The folder is illustrated and shows clearly how dowel holes may be bored in the edge, end or surface of any work. Every manual training instructor should have a copy of the folder, which will be sent free on request.

At the recent Bay Section meeting of the California Teachers' Association, the State Superintendent of Public Instruction, Commissioner of Secondary Schools Olney, and others emphasized the seriousness of the problem of the expensive and ultra fashionable dressing of young girls in the schools. The responsibility is upon the home. There is the root of the evil. It is beyond the Department of Education. The custom not only works a hardship on many parents, but stimulates wrong ideals with the students, and "tends to make our schools fashion shows rather than institutions of learning." It was strongly urged the several women's clubs consider ways of correcting the tendency.

The Coronado meeting of School Superintendents had an unusually rich program that was well carried out. Members of the body are to be congratulated on having Mr. Wood to manage such meetings. They are real deliberative bodies.

The Registration and Placement Bureau of the California Teachers' Association has now been in operation nearly two years. The Bureau has more than justified itself, but many details yet remain to be worked out. It is hoped to make a detailed statement of the work of the

Bureau in a forthcoming issue of the "Sierra Educational News." During the Summer Session of the University offices were maintained at Berkeley. These offices have now been closed and all correspondence should be addressed to the general office of the California Teachers' Association, Flood Building, San Francisco.

As we go to press, we learn that through circulation of a letter bearing the heading "California Educational Association," a wrong impression is being scattered through the State. The "California Educational Association" has no connection whatever with the California Teachers' Association, nor has the person who signs himself C. M. Rogers, Secretary. For some months past he was connected with the California Teachers' Association and the Registration Bureau, but his connection therewith was severed by the Association some weeks ago.

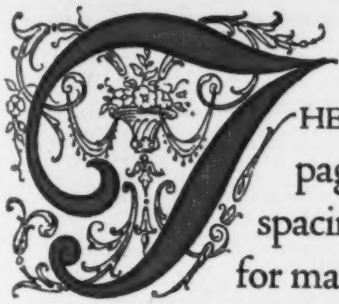
If statements contained in the circular letter mentioned are not understood, kindly communicate with the office of the California Teachers' Association.

In San Luis Obispo, through the initiative and active support of the Chamber of Commerce, playgrounds have been opened, and lighted and equipped, and plans are maturing to provide trained supervision for them all.

The registration of the Santa Cruz High School exceeds by twenty-five per cent that of last year; and the elementary schools are reported crowded, despite the fact that three temporary buildings have been added for the year.

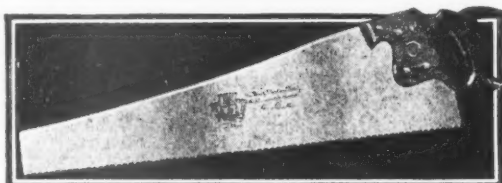
Say you saw it in the Sierra Educational News





THE preparation of a pleasing book page is an art in itself. The proper spacing of type, the correct allowance for margins on all four sides of the type, are more than guesswork; they are the result of careful study of books prepared by the master printers of the past four centuries. ¶ In one of the previous advertisements of this series, of which this is number three, attention was called to the importance of selecting a type face suited to the paper on which it is to be printed. This paper is an antique India finish paper. For the right and pleasing effect, a light Roman type should be used, as blacker faces have the effect of heaviness and are proper only in announcements or commercial printing. ¶ The Leighton Press has samples of its ability to produce fine printing and is glad to correspond with anyone interested in good printing. ¶ A helpful suggestion as to type and paper, or a sample book bound in a suitable cover, may be valuable aids in preparing a contemplated book or pamphlet. This service is without charge. Address, 516 Mission Street, San Francisco.





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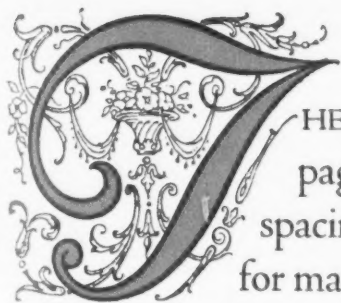
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- Marking, etc.
- Hack Saw Blades
- Hack Saw Frames
- Hand, Panel, and Rip Saws
- Hedge Shears
- Ice Saws
- Inserted Tooth
- Circular Saws
- Keyhole Saws
- Kitchen Saws
- Knives—Cane, Corn, Hedge
- Knives—Circular for Cork, Cloth, Leather, Paper, etc.
- Knives—Machine
- Levels—Carpenters' and Masons'
- Machetes
- Mandrels
- Milling Saws for Metal
- Mitre-box Saws
- Mitre Rods
- One-man Cross-cut Saws
- Plumbs and Levels
- Plumbers' Saws
- Pruning Saws
- Re-saws
- Saw Clamps and Filing Guides
- Saw Gummers
- Saw-sets
- Saw Screws
- Screw Drivers
- Screw-slotting Saws
- Segment Saws
- Shingle Saws
- Slate Saws—Circular
- Squares—Try and Mitre
- Stave Saws
- Sugar Beet Knives
- Swages
- Tools for Repairing Saws
- Tool Steel
- Trowels—Brick, Plastering, Pointing, etc.
- Veneering Saws
- Wells—Turning and Felloe

This is a partial list. There are thousands of items in the complete Disston list.

# DISSTON

## SAWS TOOLS FILES

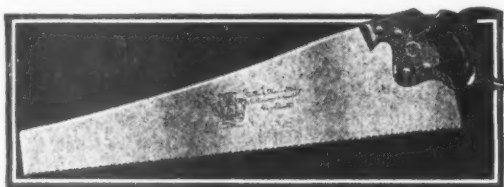


THE preparation of a pleasing book page is an art in itself. The proper spacing of type, the correct allowance for margins on all four sides of the type, are more than guesswork; they are the result of careful study of books prepared by the master printers of the past four centuries. ¶ In one of the previous advertisements of this series, of which this is number three, attention was called to the importance of selecting a type face suited to the paper on which it is to be printed. This paper is an antique India finish paper. For the right and pleasing effect, a light Roman type should be used, as blacker faces have the effect of heaviness and are proper only in announcements or commercial printing. ¶ The Leighton Press has samples of its ability to produce fine printing and is glad to correspond with anyone interested in good printing. ¶ A helpful suggestion as to type and paper, or a sample book bound in a suitable cover, may be valuable aids in preparing a contemplated book or pamphlet. This service is without charge. Address, 516 Mission Street, San Francisco.



[ IN WRITING TO US PLEASE MENTION ]  
[ THE SIERRA EDUCATIONAL NEWS ]





## "It takes seven years to make a good saw-maker"

And more than eighty years have made the present quality of Disston Saws.

There is something more in Disston Saws than their ability to make fast, clean cuts; to stay sharp and set a reasonable time; and the fact that they cost a fair price and last for many years.

It is a *character* or personality that makes men write letters to us which reveal real affection for their Disston Saws. This character is difficult to express in words, but every workman who uses Disston Saws—every lover of good tools—knows what we mean. It is similar to honesty and friendship in men.

Disston workmanship and Disston-Made Steel—the qualities of both resulting from generations of experience—produce "the saw most carpenters use" and every saw, tool, and file in the Disston list.

May we send you the Saw, Tool, and File Book?



HENRY DISSTON & SONS, Inc.  
Philadelphia, U. S. A.

### A List of What Disston Makes

And in these Saw, Tool, and File Book is that quality found in

#### "The Saw Most Carpenters Use"

Back Saws  
Band Saws for Wood and Metal  
Bevels



Buck Saws  
Butcher Saws and Blades  
Circular Saws for Wood, Metal, and Slate

Compass Saws  
Cross-cut Saws and Tools  
Cylinder Saws  
Drag Saw Blades  
Files and Rasps  
Grooving Saws  
Gauges—Carpenters'



Marking, etc.  
Hack Saw Blades  
Hack Saw Frames  
Hand, Panel, and Rip Saws  
Hedge Shears



Ice Saws  
Inserted Tooth  
Circular Saws  
Keyhole Saws

Kitchen Saws  
Knives—Cane, Corn, Hedge  
Knives—Circular for Cork,  
Cloth, Leather, Paper, etc.

Knives—Machine  
Levels—Carpenters' and Masons'

Machetes  
Mandrels  
Milling Saws for Metal  
Mitre-box Saws  
Mitre Rods



One-man Cross-cut Saws  
Plumbs and Levels  
Plumbers' Saws  
Pruning Saws  
Re-saws  
Saw Clamps and Filing Guides



Saw Gummers  
Saw-sets  
Saw Screws  
Screw Drivers

Screw-slitting Saws  
Segment Saws  
Shingle Saws  
Slate Saws—Circular

Squares—Try and Mitre  
Stave Saws  
Sugar Beet Knives



Swages  
Tools for Repairing Saws  
Tool Steel  
Trowels—Brick, Plastering,  
Pointing, etc.  
Veneering Saws  
Webbs—Turning and Felloe

This is a partial list. There are thousands of items in the complete Disston list.

# DISSTON

## SAWS TOOLS FILES